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ABSTRACT

An Educational Specification Committee was convened to determine the design specifications required for a new K-5 (and temporarily 6-8 grade) elementary school in Roseville, California's Dry Creek District. This report presents revisions to an earlier document that examined school room specifications for each grade level and administrative area. Specification considerations are detailed (where applicable) for each school area that include assessment points on the curriculum to be taught, outcomes expected, any discernible educational trends, the teaching and learning activities under the different curriculum areas, orientation and relationships, internal traffic, furniture and equipment needs, utilities required, any special requirements to become part of the classroom facilities, storage, and enrollment levels for that grade. Staff rooms, restrooms, security and custodial areas, outdoor education, and conference rooms are also detailed. Concluding information lists items that have been noted through past building experiences that should be reviewed and considered in the planning phase of the new school. (GR)

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DRY CREEK
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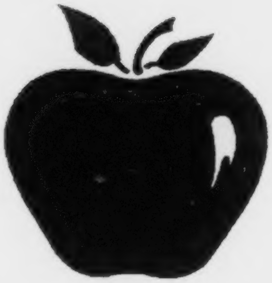

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EDUCATIONAL SPECIFICIATIONS

K-5 Permanent (Revised 1998)

Dry Creek Joint Elementary School District
9707 Cook Riolo Road
Roseville, CA. 95747

EF 005 555

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Presented to Board of Trustees
at its 11-18-98 meeting

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EDUCATIONAL SPECIFICATIONS COMMITTEE

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Sharalyn Byerrm	Teacher	(K-R) Dry Creek
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Terri Lowe	Teacher	(1-R) Dry Creek
Mary VanderLeun	Teacher	(2-B) Heritage Oak
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Dianne DeCuir	Teacher	(3-B) Antelope Meadows
Roberta Pearson	Teacher	(3-Y) Antelope Meadows
Patty Lundquist	Teacher	(4-R) Antelope Meadows
Colette Koch	Teacher	(4-Y) Quail Glen
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Alan Colombo	Director Facilities	District Office
Don Clark	Technology Coordinator	District Office
Sally Jones	Adventure Club	Roseville Parks/Recreation

GENERAL INTRODUCTION

On March 3, 1998, the Dry Creek Joint Elementary School District convened a committee to review the district's initial elementary school educational specifications and create a second set of specifications for the design of additional K-5 schools. The revision of the prior elementary school educational specifications was required to address the instructional program changes that were imposed by legislation and/or the addition of new programs to the curriculum of the Dry Creek School District.

The information provided in the second educational specifications will be used to guide the design of additional elementary facilities to be constructed in the district. The revised educational specifications will also serve as the basis for modifying existing district facilities.

As in the first process to develop the elementary school educational specifications, committee members were selected and invited to participate from various program areas. The information provided in the report represents the consensus of the committee and will be subject to interpretation by a design consultant and architect in the design, construction and modernization of elementary facilities.

Brief History

In 1876, a land grant founded the Dry Creek Joint Elementary School District. The single school district to the northwest of the City of Roseville, has remained small and rural through the late 1970's.

As the 1980's began, signs of development began to appear in the Dry Creek District. Two major electronic firms constructed manufacturing facilities just to the north of the district boundaries.

Land use changes within the district required the school district to initiate and adopt a school facilities a master plan in 1984. The master plan matched the proposed residential development within the school district with the need for new school facilities.

The District Facilities Master Plan indicated that when residential construction planned for the district is completed, approximately 8000 K-8 students will be enrolled in the Dry Creek School District. This would require at least six new elementary schools, two new middle schools and continued operation of the original Dry Creek School. In order to meet the demands for new schools and the modernization of the Dry Creek School, the Dry Creek School District instituted fees on newly constructed homes, created a Mello/Roos Community Facilities District (parcel tax) and passed a $22 million district wide general obligation bond.

In addition to the local funding, the District also receives fifty percent of its funding for school facility construction from Statewide school bonds. Access to the statewide school bond proceeds required the adoption of a multi-track, year-round calendar in the schools of the Dry Creek District.

Community use of schools in the District has been encouraged through the design of park sites in conjunction with school sites and all elementary school sites also include childcare facilities as a part of each campus.

In 1994, the first school built in over 100 years in the Dry Creek School District using the planning process that relied on the initial elementary school educational specifications was recognized for its planning and design excellence with an international award. The Council of Education Facility Planners International awarded the Dry Creek School District, Dr. Glen Ovard, the City of Roseville and the architectural firm of Stafford and King, the James Mac Connell Award for the Heritage Oak Elementary School.

Guidelines for Educational Specification Process

The K-5 elementary schools in the Dry Creek School District are designed for a year-round calendar with an enrollment of 750 students. The schools are designed to meet the educational program of the district and encourage parent and community participation. Joint use with other public agencies is encouraged with specific features for inclusion of their needs.

The overall guide for the design of District schools and instructional programs is the District Mission Statement:

DRY CREEK JOINT ELEMENTARY SCHOOL DISTRICT MISSION STATEMENT

> In partnership with families and community, the Dry Creek Joint Elementary School District will provide a safe, challenging, and comprehensive learning environment, where students are taught a solid foundation of academic skills, are motivated to perform to their maximum potential, and become responsible citizens.

Adopted by Board of Trustees
on December 7, 1995

Dry Creek School District Map

Special Note:
The following were programatic needs determined to necessary by the educational specifications committee in all instructional spaces. Consideration of their inclusion should be made in all design discussions.

Equipment:
- Clock/Telephone/Intercom
- Television with cable connection
- Video cassette recorder
- Computers: Classroom
    - 1 Teacher: connected to classroom Television, Internet
    - 1 Digital scanner
    - 1 per 4 students
    - Laser printer(s)
    - Dedicated power supply
    - Network Connectivity
- Radio/CD/Tape player (Portable)
- (K-2) Book stand for over sized books
- Pull down Maps
- World Globe
- White Boards on two walls
- Overhead screens
- Teacher's desk, chair
- File cabinet (4 drawer)
- Rolling Cart (off track supplies)
- Book shelf: 25 linear feet, four adjustable shelves high
- Table: Kidney(K-3 only)
    - Rectangle (2) 6ft grades 4-5
        - (2) 4ft grades K-3
- Pencil shapener
- Flags: U.S. and California
- Fire extinguisher
- Over head projector
- Chart stand
- Pocket chart stand (2) K-3

Casework:
- Sink with hot and cold water
- Student cubbies with space for Jackets, Lunchboxes, backpacks
- Tackable walls
- (K-3) Listening center
- Paper towel dispenser

Soap dispenser

Flooring:
- Anti static carpet
- Tile in and around sink area

Misc:
- Thermostat with individual room control
- Fire alarm
- Security alarm
- Trash container

KINDERGARTEN

I. INTRODUCTION

The kindergarten area should consist of three child centered self-contained classrooms with self-contained fenced playgrounds. The classrooms will be used to house a morning and afternoon class. The classrooms will have kindergarten-age children who will have a variety of development levels represented.

II. CURRICULUM TO BE TAUGHT

The kindergarten curriculum will focus on a hands-on developmental approach to learning in the following subjects:

1. Language and Pre-Reading Skills;
2. Math;
3. Music;
4. Science/Health;
5. Physical Education;
6. Art;
7. Free activities, including cooking; and
8. Computers

III. EDUCATIONAL OUTCOMES

The students will:

1. Follow simple rules - including safety and courtesy;
2. Learn pre-reading skills including auditory and visual discrimination;
3. Become familiar with different kinds of literature;
4. Learn mathematical concepts;
5. Introduction to computers;
6. Develop a curiosity and excitement for learning;
7. Develop social interaction skills.

At the completion of kindergarten, students will meet district grade level curriculum standards.

IV. DISCERNIBLE TRENDS

Kindergarten programs are centered on hands-on activities using a wide range of manipulative materials. Emphasis is placed on activities to build a foundation for emergent literacy. Reduced class size of twenty students per class have been adopted by the district

V. TEACHING AND LEARNING ACTIVITIES

Teaching and learning activities are presented under each of the different curriculum areas.

1. Language - prereading activities to include rhymes, journal writing, exposure to good literature, phonemic awareness activities, book making, shared and guided reading and introduction to sounds and letters.
2. Math - free exploration, patterning, comparing, number sense, graphing, estimating and measuring.
3. Science/Social Science - senses, plants and animals, weather, seasons, housekeeping, dramatic play, self, and safety.
4. Music and Movement - basic rhythms, simple instruments, CD player, large physical movement activities.
5. Physical Education - circle games, ball skills, jump rope, motor skills, creativity in movement.
6. Art - design to facilitate language, foster creativity, develop fine motor skills, use of a wide variety of medium.
7. Free Activities - allow children opportunities to choose their own activities such as puzzles, art, games, dramatic play (housekeeping corner), blocks, library corner, and outdoor play and computers.
8. Computers - Weekly opportunity to use computers.

VI. ORIENTATION AND RELATIONSHIPS

The following orientation and relationships are needed for the kindergarten area:

1. Close to school entrance and office and first grade classes;
2. Have separately fenced playground and a courtyard area with supervision capabilities from classroom;
3. Restrooms should be contained within the classroom area. A common restroom needs to be accessible from the outside playground. A staff restroom with a lockable door and handicap access to include a changing table and lockable storage;
4. A pick-up/drop-off parking area close to the entrance of the kindergarten rooms with 5 minute parking spaces adjacent for drop-off;
5. A storage area for large equipment which will be immediately accessible for both classrooms from the outside play area.

VII. INTERNAL TRAFFIC

Students will move from the drop-off/pick-up area at the parking lot to the classroom. Teacher will be able to move freely between tables to assist students. Students individually and in small groups will move freely throughout the classroom and outdoors to various learning activities. Students will sit on the carpeted area for group instruction.

Students will have safe access to and from buses and school office area, not on sidewalk adjacent to parking lot.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment are required in each kindergarten area in addition to the standard classroom furniture and equipment:

Indoor:

1. 5 plain adjustable metal framed rectangular tables (30" x 6') and chairs to seat 4 to 6 people at each table;
2. Dry erase board (4' x 12') mounted 1' off the floor;
3. Whiteboards sliding on one wall (learning wall like at Antelope Crossing Middle School), 2 on two separate walls;
4. Outdoor/Indoor sand/water table (4' x 30");
5. Housekeeping area or playhouse (5' x 5' built-in structure) with 4' high wall with a reading loft above three-sided with a ladder below loft;
6. Housekeeping (playhouse) furniture to include play stove, sink, and refrigerator - this would be enclosed in above structure below loft;
7. Shelves - built in bookshelf and display case to be constructed along housekeeping wall. (The bookcase to be 5' long x 12: wide x 12: high. The display case about 5' x 2' high);
8. The wall opposite housekeeping are to have a storage wall of adjustable shelves, full length of wall 3' high (could be portable);
9. An apartment size kitchenette which includes a stove, refrigerator, microwave, garbage disposal and sink in same out of the way location, height at an adult level;
10. Adequate windows for natural lighting with blinds, not curtains;
11. Long, low sink with hot and cold water, with a foot pedal on sink for ease in hand washing, drinking fountain on low sink;
12. Two painting easels;
13. Adult rocking or gliding chair;
14. Paper cutter, electric pencil sharpener, long arm stapler, heavy duty stapler and saddle stapler;
15. Rug area - approximately 100 square feet (anti-static);
16. Single roll mount - for roll of white butcher paper;
17. Trash receptacles, 1 big and 2 small.

Outdoor:

1. 3 bicycles, 2 wagons, 2 scooters;
2. Workbench for hammers and nails;
3. Drinking fountain;
4. Sandbox (5' x 5') in-ground structure which can be covered;
5. Playground area to include banister slide (pipes running parallel), climbing apparatus, bars, balance beams, painted circles, bike path, hopscotch patterns, and permanent picnic table (plastic coated steel), basketball hoops.
6.

IX. UTILITIES

Utilities needed in the kindergarten room are as follows;

Indoor

1. 3 faucet sink at child level with warm water operated with foot pedal (including cold water drinking fountain) at child level sink;
2. Child-proof electrical outlets every six feet along walls;
3. 2 stall bathroom (no sinks);
4. Outdoor fountain in playground and large stainless steel sink;
5. 220 wiring for stove;
6. Clock in room and office;
7. Electrical outlet for refrigerator;
8. Computer hook-up in kindergarten office

SPECIAL REQUIREMENTS

The following requirements become part of the kindergarten facilities:

1. Handicap access in all areas including a bathroom;
2. Fixtures, shelves, boards (everything) built at a child's level;
3. A wall free of cupboards or other distraction with tackable surface;
4. Fenced play area with lawn and asphalt to include bike path and play structure;
5. East to clean writing surfaces;
6. Two-thirds of the floor space in linoleum, vinyl or tile which includes the area near bathrooms, water fountains and painting area. One-third of the floor should be carpeted with anti-static, stainless carpet;
7. Raised garden beds for planting outside access to water for hoses, drip irrigation for planters;
8. Perceptual motor equipment; mats, balance beam, wedge, hula hoops;
9. 1 restroom per classroom which is accessible from inside the classroom. A common restroom needs to be accessible from the outside playground;
10. 1 staff restroom with a lockable door and handicap access, with changing table and storage cabinets above.

XI. STORAGE

Each kindergarten classroom requires the following (lockable) storage facilities:

1. 4 individual teacher's material walk-in closets (two teachers per classroom) with counter workspace and shelved walls to help facilitate a year-round program. Large drawers or individual slots for posters, big books, charts, built in file cabinets per teacher;
2. 15 coat cubicles measuring 20" x 30" with 2 coat hooks each. Above and below each coat cubicle would be 2 cubbies each measuring 10" x 8";
3. Storage room (10' x 10', minimum) for large play equipment, available to all rooms from outside play area; and
4. Built-in adjustable bookcases for small sets of children's' books.

XII. ENROLLMENT

There will be three kindergarten rooms with morning and afternoon sessions. There will be twenty students in each of the four sessions.

FIRST GRADE CLASSROOMS

I. INTRODUCTION

The school will permanently serve K-5 . Estimated enrollment will be 750, serving a community of predominantly middle class families. These specifications pertain to child-centered classrooms for first grade which will be used for a variety of activities in all subject areas.

II. CURRICULUM

The curriculum in grade one includes:

1. Language Arts: Reading, Writing, Speaking, Listening, Spelling;
2. Math;
3. Science/Health;
4. Social Studies;
5. Physical Education;
6. Fine Arts; and
7. Handwriting

III. EDUCATIONAL OUTCOMES

At completion of the first grade, students will meet the district curriculum standards and the state framework for the specific grade level.

IV. DISCERNIBLE TRENDS

The following trends affect the first grade program and facilities:

1. Reduced class size;
2. More individualized learning;
3. Hands-On Science;
4. Increased focus on literacy and book leveling;
5. Re-emphasis on phonics;
6. Mainstreaming handicapped;
7. Increased technology in the classroom;
8. Increased English Second Language growth;
9. Cooperative Learning;
10. Math Manipulatives;
11. Team Teaching;
12. Combined classroom activities; and
13. Increased focus on the writing process.

V. TEACHING AND LEARNING ACTIVITIES

Students in this area will be doing desk work, listening to teacher instruction as a whole group, completing tasks as a small group, working on centers both independently and with others, using audio-visual equipment, performing skits and demonstrations, displaying special projects and receiving individualized instruction to meet special needs. Students in the central area will explore programs on computers.

Teachers will provide whole group instruction, circulate among students, provide individual help, instruct small groups at tables or on the carpet, operate visual aids including overhead projectors, film projectors, VCR units as well as listening centers. Teachers will demonstrate and monitor computer use in the shared central work area. Teachers will use special displays, maps, and writing surfaces.

VI. ORIENTATION AND RELATIONSHIPS

Classroom areas must be located near the playground, cafeteria/multi-purpose room, library, music room, special services and with ready access to office and nurse. Classrooms should be near other primary grades.

The common central area will be located in the middle of the classrooms and will house six computer stations. The central area will also allow for regular communication with students and co-workers. Windows should surround the common central area.

VII. INTERNAL TRAFFIC

There will be two doors in the classroom. One will be the primary entrance/exit and the second will be a door which opens to a common central area. Students will move around the room individually and in small groups, but will congregate and sit on the carpeted area for group instruction and gather in the central area for computer use.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment needed in the first grade classroom in addition to the standard items are as follows:

Classroom - A

1. 20 student desks and chairs or 4 tables and chairs;
2. 1 half-round table with cut out to seat 9 to 10 students and teacher with 9 student chairs;
3. 1 storage area with adjustable shelves to store math manipulative, science kits and Language Arts material, for easy access (approximately 36" x 74" x 24");
4. Whiteboards sliding on one wall (learning wall like at Antelope Crossing Middle School), 2 on two separate walls;

Common Central Area - B

1. Electric pencil sharpener;
2. Paper cutter;
3. Construction paper storage unit;
4. Wall clock;
5. Intercom/phone type;
6. Soap dispenser/towel dispenser;
7. Sink (standard height);
8. Tile by sink area;
9. Restroom facilities with access from central area and playground;
10. 3 easels;
11. Drying rack;
12. 1 roll butcher paper;
13. 6 student computer work stations with printer;

IX. UTILITIES

1. Electrical outlets every 6 feet of wall space;
2. Set up for listening center (110 volts) side of room;
3. Computer hook-ups and outlet by teacher desk;
4. Phone hook-up for Internet use/printer access;
5. Incandescent lighting and natural lighting or blue fluorescent with dimming capabilities;
6. Cable TV wiring;
7. Electrical outlet in center floor for projector;
8. Thermostat in each classroom; central air and heat; quiet fan; and
9. Large low transmission light windows on one side of room with capability of top opening. High row of windows on other side which open for cross ventilation. Vertical blinds for darkening.

Central Area should have electrical floor outlets under the central floor for central computer station.

X. SPECIAL REQUIREMENTS

1. 1 inside door entrance to central common area/one outside door exit on opposite sides of room with foresight of design concerning safety of passing child;
2. Wheelchair access;
3. Fire and security alarm system. Alarm system should be chosen with consideration for application. A movement sensitive system is not desirable since pets may be left overnight. Objects (displays) may also hang from classroom ceilings;

4. Phone/intercom should be able to take outside calls through office transfer system.
5. Windows should surround central area.

XI. STORAGE

Classroom

1. Under windows along full wall a counter 30" high and 18" deep with adjustable shelving beneath;
2. Back of room - in wall, between two classrooms:
    - 1 walk-in storage closet for each classroom with lock (8' wide, 9' deep) with adjustable shelves, 24: deep, floor to ceiling and 8 chart drawers, a movable on castors, on one side of closet;
    - 1 sink with full countertop, overhead cabinets, underneath cabinets per room;
    - 1 portable bookshelf - 5' tall, 12" deep, 40" long;
    - 28 cubbies (cubicles) near exit (each 6" high x 13" deep x 11" wide);
3. Thought should be given when designing storage space to adaptability to year-round education. The storage units should have wheels and doorways must be wide enough for ready removal of these units.

Central Storage

1. 1 storage cabinets per teacher;
2. 1 storage cabinet for off-track students;
3. 28 bins per teacher to use for off-track student storage;
4. Construction paper storage unit; and
5. Shelving for shared materials (i.e.,) core literature, file cabinet.

XII. ENROLLMENT

There will be 4-6 first grade rooms with twenty students per room with a predicted enrollment of 750 and expansion during overloading periods.

SECOND GRADE CLASSROOMS

I. INTRODUCTION

This school will permanently serve grades K-5. Estimated enrollment will be 600-750 students, with students coming from predominantly middle-class families.

These specifications pertain to child centered classroom for grades 2-3 and will be used for a variety of activities in all subject areas.

II. CURRICULUM TO BE TAUGHT

Curriculum in second grade includes:

1. Math;
2. Science/Health;
3. Social Studies;
4. Reading;
5. Language Arts;
6. Handwriting;
7. Fine Arts; and
8. Physical Education.

III. EDUCATIONAL OUTCOMES

At the end of second grade, students will have met the student learning objective established by the District curriculum standards.

IV. DISCERNIBLE TRENDS

Discernible trends in the curriculum, teaching and learning are as follows:

1. Team teaching;
2. Integrated teaching;
3. Cooperative learning;
4. Math manipulatives;
5. Literature based reading/Phonic based reading/Leveled reading;
6. Dramatic arts within the classroom;
7. More individualized learning;
8. Increased use of computers within the classroom; including Internet access;
9. Hands-on science;
10. Mainstreaming handicapped students;
11. Combined classroom activities; and
12. Various hands-on art activities.

V. TEACHING AND LEARNING ACTIVITIES

Learning Activities

Students will be listening to the teacher give instruction, doing desk work, group work, working in centers, and watching visuals in small groups or as an entire class. At times, an individual or small groups of students will be tutored. Students will also put on skits or demonstrations and do special projects that will be displayed in the room.

Teaching Activities

Teachers will be providing classroom instruction, circulating among students, providing individual help, and operating visual aids, including overhead projectors, slide projectors, VCR units and computers will also be using special displays, maps and writing surfaces.

VI. ORIENTATION AND RELATIONSHIPS

Classrooms should be arranged in clusters according to grade level and adjacent to similar grade levels. Classrooms should be located near student restrooms and teacher restrooms and walkways should be covered or have some type of overhang to keep students dry when walking to other areas of campus.

Student computers should be visible from teacher work area so teachers can monitor student computer activities.

VII. INTERNAL TRAFFIC

One classroom exit should open into a common walkway that leads to office, multipurpose room and playground. A second classroom exit should lead to a common grade level workroom/storage area.

Areas near doors and sink are not to be carpeted, but have vinyl tile or other suitable floor surface. Students will move around the room individually and in small groups, but will congregate and sit on the carpeted area for some group instruction. Students will also work at desks or tables. Instruction should be given from any area of the room.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment needed for the second and third grade classroom in addition to the standard items are as follows:

1. A learning wall with sliding whiteboards (like Antelope Crossing School), with media area in the middle.
2. 20 desks, 20 chairs - separate pieces, flat top lift top.
3. 1 storage area with adjustable shelves to store math manipulatives, science kits and Language Arts material, for easy access (approximately 36" x 74" x 24");

4. Coat closet and storage for teachers belongings (lockable).

IX. UTILITIES

Utilities are required as follows:

1. Several electrical outlets on each wall;
2. Electrical outlets on floor area;
3. Cable TV and VCR, computer wiring and electrical outlets;
4. Incandescent lighting and natural lighting or blue florescent;
5. Pleasant sounding bell;
6. Accessible thermostat;
7. Central air conditioning and heat with quiet fan;
8. Lighting system for all rooms - workroom lighting that shuts off when room is empty;

X. SPECIAL REQUIREMENTS

The classroom requires:

1. 1 door leads to classroom pod. The second door leads to the outside of the uncarpeted area;
2. Wheelchair/handicap access;
3. Windows - large windows on one side of the room to face common courtyard, windows are able to open high, small windows on opposite side of room, all high windows should open in from top down toward inside of classroom, low transmission light glass with capability of emitting light to grow plants;
4. Vertical blinds;
5. Fire and security alarm system in each classroom which should not be movement sensitive; and
6. Phone/intercom should accept the transfer of outside calls from office.

XI. STORAGE/CLASSROOM

Storage requirements are as follows:

1. 6 heavy duty map drawers (40" x 5" x 30");
2. 1 large walk-in closet with multiple leveled shelves inside; and
3. Undercounter cabinets and overhead cabinets to fit entire wall with sink window side.

XI. STORAGE/WORKROOM

1. 1 large storage multiple tubbed unit to store off-track students classroom belongings. See second grade workroom (at Antelope Meadows School) for cabinet ad drawer requirements;
2. Space to store off-track teacher's portable furniture;
3. Countertop space to outfit teacher computer area and printer;
4. Sink hot and cold water;
5. Phone with access to office and outside line;
6. 1 copy machine and risograph;
7. 1 paper cutter;
8. 1 refrigerator;
9. 1 microwave; and
10. Storage for construction paper and other paper.

XII. ENROLLMENT

There will be twenty students per classroom. Rooms at one grade level should be clustered together to enhance and encourage shared teaching. Grade levels should be group adjacent to one another to accommodate split classes. This should be based on a school of 750 students.

THIRD GRADE CLASSROOM

I. INTRODUCTION

This school will permanently serve grades K-5. Estimated maximum enrollment will be 750 students, with students coming from predominantly middle-class families.

These specifications pertain to child-centered classrooms for grade three and will be used for a variety of activities in all subject areas.

II. CURRICULUM TO BE TAUGHT

Curriculum in grade three will include:

1. Math;
2. Science/Health;
3. Social Studies;
4. Reading;
5. Language Arts;
6. Handwriting;
7. Fine Arts; and
8. Physical Education.

III. EDUCATIONAL OUTCOMES

At the completion of third grade, students will have met the student learning objectives established by the District curriculum standards.

IV. DISCERNIBLE TRENDS

Current trends are:

1. Balanced reading program;
2. Balanced math program incorporating all framework strands;
3. Team teaching;
4. Integrated teaching/Thematic instruction;
5. Cooperative learning;
6. Dramatic arts in classrooms;
7. More individualized small group learning and flexible grouping;
8. Increased use of computers and other technology, Internet access;
9. Hands-on science;
10. Mainstreaming handicapped students; and
11. Authentic and ongoing assessment.

V. TEACHING AND LEARNING ACTIVITIES

Learning Activities

Students in these areas will be listening to the teacher give instruction, participating in whole group discussions, doing desk work, group work, working in centers, and watching visuals. At times individuals or small groups will be tutored. They will also put on skits or demonstrations, do special project displays, and give individual or small group presentations.

Teaching Activities

Teachers will be providing classroom instruction, circulating among students, providing individual and small group help, and operating visual aids, including overhead projectors, slide projectors, film projectors, laser disc player and VCR units. Teachers will also be using special displays, maps and writing surfaces.

VI. ORIENTATION AND RELATIONSHIPS

Classrooms must be located near student restrooms and near teacher restrooms; one student restroom for every four classrooms. Classrooms should be arranged in grade level clusters. There should be an adjacent common storage area/workroom. Student computers should be visible from teacher work area.

VII. INTERNAL TRAFFIC

One exit must open into common workroom with a second exit on direct opposite wall to outdoor area. Areas near doors and sink are not to be carpeted, but have vinyl tile or other suitable floor surface. Students will move around the room individually and in small groups, but will congregate and sit on the carpeted area for some group instruction.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment needed for the third grade classroom in addition to the standard items are as follows:

1. 25 desks, 25 chairs - separate pieces, flat top, lift top;
2. 1 portable bookshelf (5' long x 12" deep x 40" high);

IX. UTILITIES

Utilities are required as follows:

1. Electrical outlets on each wall, every 6';
2. Cable TV and VCR wiring;
3. Incandescent lighting and natural lighting or blue fluorescent;

4. Dimmer switch for lighting or dual control;
5. Electrical outlet in center of floor for projectors;
6. Set-up for listening center, 110 volt, side of room;
7. Thermostat in every room;
8. Central air conditioning and heat with quiet fan;
9. Computer hook-up outlet;
10. Telephone wiring and unit with message capability;
11. Network connections for PC's (8 student area, 2 teacher area); and
12. Turnway intercom system.

X. SPECIAL REQUIREMENTS

The classroom requires:

1. 1 door on each side of classroom in uncarpeted area, (1 door leading to common workroom and 1 door to outside);
2. Wheelchair/handicap access;
3. Classrooms must have a window facing the common court area;
4. The common courtyard must have a raised bench area all the way around a square or rectangular landscaped area, for seating purposes;
5. Windows - large windows on one side of the room to face common courtyard, windows able to open; high, small windows on opposite side of room, all high windows should open in from top down toward inside classroom; low transmission light glass with capability of emitting enough light to grow plants;
6. Vertical blinds or horizontal;
7. Fire and security alarm system in each classroom which should not be movement sensitive; and
8. Phone/intercom should accept the transfer of outside calls from office

XI. STORAGE

Storage requirements are as follows:

1. Counter tops under large windows, full length of wall (30" high) with adjustable shelves underneath (18" deep), alternate portable with permanent shelves. Each section to be about 40" long with portable shelves on wheels under the counter.

Additional Equipment

1. Portable bookshelf (5' long x 24" deep x 40" high) for off-track teacher;
2. File cabinet, 4 drawer, letter size for off-track teacher; and
3. 12 student coat units with 2 hooks each (11" wide x 11" deep x 28" high); and
4. 24 student cubbies (6" high x 11" long x 11" deep).

Back of Room

In the wall, between two classrooms:

1. 6 map drawers under counter workroom (3 classrooms);
2. 1 sink with full countertop, overhead cabinets, underneath cabinets per room; and
3. 1 7' high double door closet with shelving, drawers and room for teacher's coat (lockable).

Each closet and sink counter will occupy one-half the back wall (at least 18') facing into one classroom and the other closet/sink area facing into the other classroom.

Common Storage/Workroom

1. 1 walk-in, lockable, storage/workroom shared by 3 classrooms lined with cabinets, with counter space 8' - 10' long and 36" deep;
2. Space for rolling cart and file cabinet of off-track teacher;
3. Space for work table for instructional aide;
4. Small, compact refrigerator with freezer section;
5. Large cabinet of 40 tubs for off-track students and teacher;
6. One 7' - 8' tall by 4' wide, cabinet per track (4);
7. Telephone and intercom system;
8. 1 paper storage cabinet; and
9. 1 paper cutter.

XII. ENROLLMENT

There will be 20 students per classroom. The total school enrollment will be 750 students with possible peak load expansion.

FOURTH GRADE CLASSROOM

I. INTRODUCTION

This school will serve grades K-5. Expected enrollment will be 750 students, with students coming from predominately middle class families. These specifications pertain to child-centered classrooms which will be used for providing a safe, challenging and comprehensive learning environment suitable for a variety of activities in all subject areas.

II. CURRICULUM TO BE TAUGHT

Curriculum taught in grade four will include a variety of activities in the following subject areas:

1. Language Arts: Reading, Writing/handwriting, grammar, spelling, speaking/listening;
2. Math;
3. Social Studies;
4. Science;
5. Fine Arts: Art, Music, Drama; and
6. Physical Education.

III. EDUCATIONAL OUTCOMES

At the end of fourth grade, students will have met student learning objectives established by the District curriculum standards.

IV. DISCERNIBLE TRENDS

Discernible trends include, but not limited to, the following:

1. Team teaching;
2. Thematic teaching;
3. Cooperative learning groups;
4. Math manipulatives - hands-on;
5. Literature-based reading/group reading, including emphasis on drama and other performing arts;
6. More individualized learning;
7. Use of computer mini-labs, laser discs, VCR's, etc. Other technology such as overhead projector, boombox;
8. Hands-on science;
9. Accommodating children with a variety of handicaps;

10. Special Education staff working with students within the classroom in place of pull-out programs;
11. Parent volunteers working in the classroom; and
12. Display more student work.

V. TEACHING AND LEARNING ACTIVITIES

Students will:

- Receive direct instruction;
- Work at individual desks;
- Work in groups;
- Rotate in learning centers/stations;
- View visuals - (writing boards, maps, TV, projector screen, displays);
- Receive one on one tutoring;
- Perform skits, songs, speeches, demonstrations;
- Display projects;
- Participate in indoor movement activities; and
- Use computers in the classroom.

Teachers will:

- Give direct whole class instruction;
- Circulate around the classroom;
- Conference with students;
- Operate visual aids/technology (VCR's, overhead projector, computers, telephone, slide projector, maps);

VI. ORIENTATION AND RELATIONSHIPS

The classroom will be situated with the following considerations:

- Near restrooms - both teacher and student;
- Communal courtyard enclosed by the connected grade level classrooms;
- Arranged in cluster with nearby areas for outdoor/enclosed project space (painting, crafts, science experiments, etc.);
- Located near picnic tables;
- Windows should allow visual access for student supervision while working outside on projects;
- Adjacent to other fourth grade classrooms/ interior access from room to room; and
- Adjacent to common storage room/work room shared by grade level.

VII. INTERNAL TRAFFIC

Students will move from classroom to classroom with ease, as well as from the classroom into the courtyard. Teachers will move from classroom to classroom as well as common teacher workroom/storage room. Students enter and exit the same door and have immediate access to student storage space. Students will move around the room and congregate on carpeted and tiled areas for group activities.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment is required or the fourth grade in addition to the standard items provided for classrooms:

1. Whiteboards sliding on one wall (learning wall like at Antelope Crossing Middle School), two on two separate walls;
2. 32 student desks - flip top or open front;
3. 40 student chairs;
4. Cubbies (32) 9" x 12" - part of shelf system and adjustable shelves;
5. Shelf storage for dictionaries, encyclopedias, texts;
6.

IX. UTILITIES

The following utilities are required:

1. Electrical outlets on each wall with additional surge protectors for computer hook-ups - above counters - every 6';
2. Cable TV wiring surge control;
3. Sink with hot and cold and fountain - manual control, in class and in workroom;
4. Incandescent lighting as part of the ceiling;
5. Large windows above counters on one side - facing prominent area;
6. Electrical outlet on floor in center near overhead screen;
7. Light switches (3) gang box - versatile lighting option;
8. Wiring for computers/phone/Internet;
9. Thermostat located without hindering valuable wall space with individual room control manual override of temperature;
10. Heating, air conditioning ventilation system independently controlled; and
11. Intercom/phone system that can transfer outside calls and calls from within the campus.

X. SPECIAL REQUIREMENTS

The special requirements in these classrooms are as follows:

1. 2 doors;
2. Manually controlled heat and air - quiet fan;
3. Handicap access;

4. Fire and security alarm - dual activated - infrared motion sensors;
5. Window toward common area;
6. Clock not to be blocked by screens.

XI. STORAGE

The storage required is listed below:

- Common grade level teacher storage area - cabinets;
- Long drawers for posters, chart paper, construction paper, etc. (5-6);
- Shelves and cubbies (32) under windows;
- Shelves to store (8 Mathland) tubs/dictionaries/texts;
- Cabinets under and/or above sink;
- Coat closet for teacher/mirror; and
- Counters suitable for student height (3').

XII. ENROLLMENT

There will be 28-32 students in this room. The total school will be planned to accommodate 750 students.

FIFTH GRADE CLASSROOM

I. INTRODUCTION

This school will serve grades K-5. Expected enrollment will be 750 students, predominantly from middle class families. These specifications pertain to child-centered classrooms for grade five, and will be used for providing a safe, challenging, and comprehensive learning environment where students are given a variety of activities in all subject areas.

II. CURRICULUM TO BE TAUGHT

Fifth Grade Subject Area include:

1. Language Arts: Reading, writing, handwriting, grammar, spelling, speaking, listening;
2. Math;
3. Social Studies;
4. Science;
5. Fine Arts: Music, art, drama; and
6. Physical Education.

III. EDUCATIONAL OUTCOMES

At the completion of the fifth grade, students will have met the student learning objectives established by the district curriculum standards.

IV. DISCERNIBLE TRENDS

Discernible trends are:

1. Team teaching;
2. Thematic teaching;
3. Cooperative learning groups;
4. Math manipulatives;
5. Literature-based reading;
6. Individualized learning;
7. Use of technology (i.e., computer, TV/VCR, overhead, laser disc, boombox);
8. Hands-on Science;
9. Accommodations for children with various needs;
10. Special Education staff facilitating inclusion instead of pull-out;
11. Parent volunteers; and
12. Displaying student work.

V. TEACHING AND LEARNING ACTIVITIES

The following activities are common and ongoing:

- Direct instruction;
- Independent work;
- Group work;
- Center work;
- Viewing visuals (i.e., charts, overheads, TV/VCR, slide projectors);
- tutoring and other individualized instruction;
- Rotating to stations;
- Tutoring and other individualized instruction;
- Project displays;
- Speeches, demonstrations, drama;
- Teacher use of writing spaces, maps;
- Computer use in classroom;
- Physical movement activities; and
- Teacher/student conferences.

VI. ORIENTATION AND RELATIONSHIPS

The classroom should be situated with the following considerations:

- Near restrooms (students and teachers);
- Arranged in clusters with a common outdoor project area enclosed (painting, science experiments, separate group work, etc.);
- Windows should be positioned to allow for supervision;
- Adjacent to other fifth grade rooms to allow for team teaching, switching;
- Interior access, room to room; and
- Adjacent to common storage room for teachers.

VII. INTERNAL TRAFFIC

Teachers will move from classroom to classroom inside, as well as to and from the storage room. Students from room to room with ease. Students will move around the room for group work on carpeted area; students can move to tiled area for various activities.

VIII. FURNITURE AND EQUIPMENT

The following equipment and furniture is required for five grade in addition to the standard items:

1. Whiteboards sliding on one wall (learning wall like at Antelope Crossing Middle School);
2. 30 student desks (open front) and chairs;
3. 2 pocket charts;
4. Chart stands;
5. 1 storage area with adjustable shelves to store math manipulative, science kits and Language Arts material, for easy access (approximately 36" x 74" x 24");

IX. UTILITIES

Utilities required:

1. Electrical outlets no more than 10' apart;
2. Cable TV hook-up with surge control'
3. Sink with fountain and hot and cold water faucet;
4. Lighting flush with ceiling, not extending below;
5. Natural lighting through windows on one side;
6. 1 electrical outlet on floor near front of room (for overhead projector);
7. Dimmer switch for class lights;
8. Wired for computer(s) in classroom;
9. Thermostat located without hindering valuable wall space (i.e., student work);
10. Heat/air/vent system with manual override of temperature and quiet operation; and
11. Phone to call out, and call within the school.

X. SPECIAL REQUIREMENTS

Special requirements include:

1. Tile area (sink, cupboards, backpack hooks, etc.) not along book wall, but along side wall;
2. Fluorescent lights - good ones;
3. Anti-static, easy cleaning carpet;
4. 2 doors - 1 entry/exit, 1 connecting workroom/classrooms;
5. Wheelchair access; and
6. Clock not blocked by overhead screen.

XI. STORAGE

Storage requirements include the following;

1. Common storage area for all classrooms with access from each;
2. Shelves under windows, including 32 cubbies;
3. "Tile area" (where sink, etc., are along side of room) includes storage cupboards below sink level under a counter and cupboards above counter. 1 large closet-sized cupboard; and
4. Long drawers for posters, charts, etc. (5 - 6 drawers).

XII. ENROLLMENT

There will be 28 to 32 students in this room.

MULTIPURPOSE ROOM AND CONVENIENCE KITCHEN

I. INTRODUCTION

The multipurpose room is a large space designed for multiple ues. It will be used for lunch room, assemblies, concerts, school productions, sports, P.E., movies, banquets, community meetings, PTA fund-raisers, intramural activities, school projects, and a multitude of other purposes.

Included in the multipurpose room is the convenience kitchen for general use.

II. CURRICULUM TO BE TAUGHT

Curriculum areas served by the multipurpose room includes;

1. Physical Education (games and fitness);
2. Drama;
3. Art;
4. Cooking;
5. Dancing;
6. Science;
7. Social Studies; and
8. Reading.
9. Nutrition and foods projects

III. EDUCATIONAL OUTCOME

1. Students will be able to participate in competitive sports in which the entire class can be active. (The sports which are performed are badminton, volleyball, basketball, etc.);
2. Band, choir, drama performances will enhance student skills and appreciation of fine arts;
3. Kitchen will be used to heat and serve meals for the entire school;
4. The stage will allow for band, music, and drama performances, and the possibility of classroom instruction in one of these areas; and
5. Convenience kitchen will be used for school and community purposes.
6. Community Center for non-school hours

IV. DISCERNIBLE TRENDS

Discernible trends will include the following types for activities:

1. Extracurricular activities;
2. Evening meetings;
3. Seating for stage shows;
4. Space for athletic events;
5. Area for school projects; and
6. Being technologically equipped for a variety of events/purposes.

V. TEACHING AND LEARNING ACTIVITIES

Students will be participate in the following activities:

1. P.E.; basketball, volleyball, hockey, badminton, tumbling, dancing, and other various games;
2. Drama: musicals, plays, productions, presentations;
3. Music; choir concerts, band concerts, recording;
4. Art; painting, crafts, constructing/building;
5. Media; movies, videography, operating sound equipment;
6. Cooking; baking, mixing, storing, cutting, cleaning, washing, heating, microwaving, eating lunch;
7. Dancing; aerobics, square dancing, choreographing;
8. Science; science fair projects, experiments, science presentation;
9. Social Studies; Olympic festivities, history presentations;
10. Reading; Read-a-thons, buddy reading activities, story-telling assemblies; and
11. Lunch

(Teachers will supervise the above activities)

Food Service activities will include:

1. Heating food;
2. Serving food; and
3. Consuming food.

Convenience kitchen activities will include;

1. Heating and cooking food

VI. ORIENTATION AND RELATIONSHIPS

The multipurpose room should include outside bathrooms, drinking fountains, and storage rooms. A commercial serving kitchen must be adjacent and accessible to the meeting space of the multipurpose room. A receiving area must be associated with the multipurpose room for both food services and school supplies. The orientation and relationship include:

1. The multipurpose room should be removed from classroom areas and close to outside fields;
2. The commercial kitchen area should be separated from the main floor of the multipurpose room with a wall and one roll up serving window over the 8' serving counter;
3. There should be an access door to the commercial kitchen area from the outside for delivery service;
4. There also should be a drive-up access to outside door;
5. Students restroom should be located near multipurpose room with exterior entrance. (See student restroom specs.);
6. Staff unisex restroom with hot and cold water provide shower facility. (see staff restroom specs.);
7. There should be a door from commercial kitchen to multipurpose room;
8. The multipurpose room should be close to the parking area for easy access for the public;
9. The stage should adjoin the main floor and have double access doors to the rear, with ramps for loading/unloading, and a handicap entrance;
10. The stage should be accessible through a door inside the multi-use building;
11. Adjacent to stage, outside, should be an amphitheater which opens to a quad area covered by a shade cloth (for hot weather use like Union House School);
12. Music storage room for instruments, music stands and sheet music;
13. Multipurpose room should have at least 4 double door entry/exits to outside for convenience and safety;
14. Convenience kitchen should be like what is at Heritage Oak, Antelope Meadows and Quail Glen;
15. Stage should have steps up to it from multipurpose floor, may be portable;
16. There should be storage under the stage for 400 chairs on racks and for 10 folding portable tables on a rack;
17. Be certain that there is enough clearance for these items;
18. Controls for stage lighting and P.A. system should be at the back of room facing the stage;
19. All lights, clocks, fire and heat sensing devices need wire cages to protect against balls, etc; and
20. Should have pathways leading to it easily accessible from all buildings on campus.
21. Stage, amphitheater and walk ways should have appropriate lighting for evening events and circulation.
22. A garbage dumpster should be in close proximity to the multipurpose room.

VII. INTERNAL TRAFFIC

The main floor will seat and accommodate at least 750 and need visibility to the stage. The people will be moving in and out in the facility in five minutes of time. There should be room for a basketball court when the three-tier bleachers are in place.

Classes of students will enter and exit the multipurpose room periodically during the day for instruction and special events..

Some students will buy hot lunches. The students buying hot lunches will need to be served quickly and all students will be disposing of waste. Students will exit the room when dismissed. Approximately 350 students will be seated at one time during lunch.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment needs include the following;

1. 6 adjustable and retractable basketball hoops to accommodate all age groups;
2. Basketball backboards should be retractable, with crash pads at the ends of full court;
3. A 3-tier collapsible movable aluminum bleachers to seat 350;
4. 400 folding chairs will be needed, with dollies, to store under stage;
5. Piano on fixed portable rolling stand with safety lock on rollers;
6. 1 volleyball/badminton standard and net;
7. Clocks in kitchen, stage, main multipurpose room, with cage covering;
8. Stage: P.A. system with speakers, curtains, center drawn front to audience, black out; sound proof, sliding door; electrical outlets in front of stage with mike jacks located in floor and on the walls;
9. A 4' x 12' writing surface on stage wall for teaching purposes;
10. Large screen retractable projection screen;
11. Cafeteria; highest quality fold-up tables and benches to seat 350 students and attach into the wall (these are used every day by every student);
12. Large garbage cans;
13. Physical Education office;
14. Electronic scoreboard for basketball games and volleyball;
15. Speakers in multipurpose room walls from P.A. system;
16. Prewired snake for P.A. system with 8 outputs and 4 inputs. Snake will go from stage to the rear of multipurpose room facing stage;
17. Inputs to built in speakers so auxiliary P.A. can use them; and
18. District will provide auxiliary P.A./sound board.

Kitchen:

1. Microwave;
2. 2 compartment sink 29" x 23" with 30" drainboards on both ends. Overall dimension 89" x 28 ½" deep with garbage disposal;

3. Convection oven range with hood over head - approximately 36" H x 38" D x 36" W. POWER: 115V - 12 Amps or 220V - 6 Amps;
4. 2 door refrigerator for milk and products 53" W x 84" H x 37" D;
5. Hot holding cabinet - approximate size 28" W x 34" D x 70" H. POWER: 2000 watts 110-120V 60Hz 3 Prong plug;
6. Serving counter approximately 8 feet long preferably a step down counter with under counter storage;
7. Counter or table work space approximately 5' x 24" or 30";
8. Access doors to multipurpose room. Outside access door for easy delivery;
9. At least 5 separate 3-prong plug ins; and
10. Small desk area for record keeping.

Convenience Kitchen:

1. Stove with oven, microwave;
2. Refrigerator (commercial size) with ice maker;
3. Deep stainless steel sink with gooseneck faucet and garbage disposal; and
4. 6' counter next to sink.

IX. UTILITIES

The utilities required in the various areas are indicated below.

Multipurpose Room:

1. Lockable electrical outlets placed around the multipurpose room for projectors, special lighting, and sound equipment (about every 12 feet);
2. Speakers and P.A. system in the multipurpose room;
3. Electrical outlets every 6' with capacity for multiple coffee pots on same circuit
4. Intercom;
5. Cable TV/VCR connections;
6. HVAC central controls;
7. Fire and security system;
8. Wiring for scoreboard on wall;
9. Wiring for speakers from P.A. system;
10. Telephone;
11. Microphone and electrical outlet under projection screen on wall;
12. Wiring for computer printer;
13. Separate electrical room for all fuse boxes cable connections;
14. 4 microphone outlets placed 2 on each side of front stage and 2 on each side of rear stage;
15. 1 microphone outlet on each wall in multipurpose room. Not to be covered by crash guards.
16. Outside storage in garbage area along side multipurpose room;

17. Walls in garbage area at least 6 feet high to prevent theft;
18. Portion of garbage area covered;
19. Outside hot and cold water; and
20. Floor sink hooked up to sewer, 36 x 36.
21.

Stage

1. Real stage lighting with overhead spots with a dimming system, frennals;
2. P.A. system - microphone wiring on and in front of stage and on sides of stage;
3. Telephone, intercom to classroom/office;
4. Cable TV/VCR connections;
5. HVAC central controls; and
6. Fire and security system.

Kitchen

1. Telephone in kitchen with intercom;
2. Computer terminal
3. Power to convection oven 115V - 12 amps or 220V - 6 amps;
4. Power to hot holding cabinet 2000 watts 110-120V 60 Hz 3 prong plug;
5. At least 5 separate 3 prong plug ins;
6. Adequate ventilation (heating and air conditioning);
7. Fire and security system;
8. Water to sink (hot and cold); and
9. Small sink to wash hands.
10. Service area with hot and cold water to wash large trash cans from meeting room

Convenience Kitchen:

1. Power to stove (220V);
2. Power to garbage disposal (110);
3. Water to sink (hot and cold); and
4. 2 electrical outlets above counter which meet code requirements.

X. SPECIAL REQUIREMENTS

The following special requirements should be planned in the facilities:

1. Retractable backboards;
2. Ceilings high enough for basketball and volleyball;
3. Kitchen access door to outside delivery to be large enough for appliances and bulk supplies;
4. All entrances to multipurpose room are double doors, one back stage;
5. Wheelchair access to multipurpose stage and multipurpose room;
6. Garbage area nearby with easy access to area from kitchen and lunch area, double gate to accommodate dumpster;

7. Stage should be on one end of full court;
8. Walls and ceilings should be of material to produce high quality acoustics, but not damaged by balls; and
9. Convenience kitchen door should be solid, roll up door.
10. Separate security key pad and circuit for non-school hours use of entire multipurpose room and adjacent restrooms.

XI. STORAGE

Kitchen storage is necessary under counter to house 18" by 26" by 4" deep pans about 10, and 12" to 14" kettles (about 10). These shelves should have doors. Six sets of cupboards, one above sink, 3' x 4' adjustable shelves on all. Lockable closet for parents club with shelves floor to ceiling 4' x 5'. Storage must be accessible to main playing floor area for the following:

1. Lockable racks to store various types of balls;
2. Mats - tumbling (under stage);
3. P.A. system;
4. Volleyball/badminton standards and nets;
5. Scoreboard control box;
6. Tables and benches, fold up into wall;
7. Risers for stage;
8. Folding chairs (under stage or closet if stage is low), 400 chairs;
9. Balls;
10. Bases;
11. Jumpropes;
12. Portable record player or tape deck;
13. If stage is raised, area underneath for folding chairs and folding tables;
14. Adequate closet storage for small props (6' x 8') and costumes (lockable) backstage;
15. Lockable Physical Education instructor/teacher's room (office) 12' x 12' to include storage of small Physical Education equipment (see Equipment);
16. If available, loft storage with stairs for access; and
17. Convenience kitchen storage should include closed, cabinet space above sink and stove, and below sink and counter.

XII. ENROLLMENT

Approximately 60 for Physical Education instruction.
Approximately 350 for food service, two shifts.
Approximately 350 for public events.
Approximately 650 for assembly.

The stage should accommodate small drama and school productions or band or choruses.

DRAMA/THEATRE/STAGE

I. INTRODUCTION

Drama is an extra-curricular program to be made available for a variety of grade levels school-wide. The multipurpose room with the stage will be used for rehearsals and performances for K-5 teachers and community.

II. CURRICULUM TO BE TAUGHT

The following areas will be addressed in the drama program:

1. Script memorization;
2. Facial expression;
3. Voice projection;
4. Dance/movement;
5. Singing;
6. Script writing;
7. Acting skills/characterization;
8. Set Design;
9. Backstage Operations; and
10. Eye contact/stage positioning.

III. EDUCATIONAL OUTCOMES

Students will learn the following;

1. Working together;
2. Improve stage presence;
3. Develop performance skills; and
4. Designing costumes and props.

School and Community will have stage availability for the following;

1. Plays and musicals;
2. Concerts (choir and etc.);
3. Talent Shows;
4. Puppet Shows;
5. Guest speaker presentations;
6. Reader's Theater; and
7. Dance/Movement.

IV. DISCERNIBLE TRENDS

Trends in Dramatic Arts involves:

1. Technological advances in stage production;
2. Multiple stage accesses (many ways to get to stage);
3. Video-taping of performances;
4. Regular drama/musical productions for community;
5. Variety of stage productions; and
6. Large audiences.

V. TEACHING AND LEARNING ACTIVITIES

Students will do the following:

1. Rehearse and perform skits, plays, musicals;
2. Design and maneuver sets;
3. Operate technological equipment (sound and lighting);
4. Design costumes/props; and
5. Learn songs and scripts.

Teachers will do the following:

1. Direct actors and actresses;
2. Supervise rehearsals;
3. Organize productions;
4. Assist in operations of technical equipment;
5. Video tape performances; and
6. Assist in back stage operations.

VI. ORIENTATION AND RELATIONSHIPS

Stage needs to have access to a rear outside amphitheater. Stage is within multipurpose room.

VII. INTERNAL TRAFFIC

Students will enter and exit stage area during performances and rehearsals. Students will be able to dance and move on stage. Students will be able to enter both sides of stage. Entry/exit door directly to amphitheater stage. Maneuvering props/equipment.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment is required:

1. Spotlights;
2. Curtains: 1 manual draw curtain in front of stage, 4 back drop stage curtains;
3. P.A. system: Mobile for inside/outside. Rear of auditorium with outlets for audio and electrical (auditorium, however, equipped for easy set-up for single microphone);
4. Electrically adjustable stage lights. Frennels;
5. Microphones system wireless;
6. Ceiling mounted drop microphones (4);
7. Monitors (floor);
8. Props;
9. Choir risers;
10. Piano;
11. Music stands;
12. Chairs;
13. Large screen hanging at front of stage (a switch to roll it down and up); and
14. Overhead projector.

IX. UTILITIES

1. Electrical and audio hook-ups at rear of auditorium (for mobile P.A. hook-up);
2. 4 microphone outlets on floor behind curtain. 2 front far apart, 2 back closer together (trapezoid configuration);
3. Wiring for 4 hanging mikes evenly distributed at front parallel to curtain;
4. Light/sound controls on portable cart; floor at rear of auditorium is wired for plug-in;
5. Conduit running from stage to back of amphitheater;
6. Thermostat - manual control; and
7. Phone - to make calls out of, and within, the school.

X. SPECIAL REQUIREMENTS

Portable/mobile stairway to move up to the stage edge, lock in place.
Electrical fixtures that will not interfere with sound system

XI. STORAGE

1. Adjacent storage room for props;
2. Storage room for basic school supplies (unrelated to stage production); and
3. Room for costumes, should have hooks on wall for hanging garments, shelves, enough space for 6 people.

XII. ENROLLMENT

The actual number of students will vary, depending upon activity.

1. Up to 3 classes (30 students each) may combine for a production; and
2. Schoolwide productions possibly totaling 80 students.

MUSIC

I. INTRODUCTION

The music program may operate outside the regular classroom. Each K-5 class will have the opportunity to go to the music room to receive instruction, as well as participate in musical, singing, dancing experiences.

There will be an alternative to hire a music specialist for full or part-time.

II. CURRICULUM TO BE TAUGHT

The music program would include instruction/experiences in the following:

1. Rhythm;
2. Melody;
3. Music theory (clefs, time signature, staff-n-notes, etc.);
4. Movement;
5. Practice/perform with various instruments;
6. History/music appreciation/composing;
7. Singing; and
8. Identifying instruments.

III. EDUCATIONAL OUTCOMES

K-5 students are expected to learn:

1. How to read music;
2. How to sing and play music; and
3. Appreciation of musical styles and genres.

IV. DISCERNIBLE TRENDS

Music is an integral part of higher order learning skills. Music programs are increasingly being removed due to lack of funding. A complete music program must have several large/small instruments and a large collection of music on tapes and CD/s.

V. TEACHING AND LEARNING ACTIVITIES

Activities for K-5 students will include:

1. Singing;
2. Movement with rhythm;
3. Playing instruments;
4. Learning basic theory;
5. Reading music; and
6. Performing music, singing, dancing.

Teachers will:

1. Use audio equipment;
2. Use keyboard and other instruments;
3. Instruct and lead music lessons; and
4. Supervise rehearsals and performances.

VI. ORIENTATION AND RELATIONSHIPS

1. Music room should be easily accessible from all classrooms;
2. Music room should not be shared with any other programs. It is exclusively for the music program;
3. Located near restrooms;
4. Located near stage facilities; and
5. Easily accessible for large musical instruments and equipment.

VII. INTERNAL TRAFFIC

1. Up to 32 students entering and exiting regularly for music instruction up to eight times a day;
2. Dance and movement;
3. Starting on risers or in choral arrangement; and
4. Carrying instruments for set-up and playing.

VIII. FURNITURE AND EQUIPMENT

The K-5 music program will use the following:

1. Keyboard;
2. Piano;
3. Sound system (including speakers, CD, dual cassette, etc.) on mobile, lockable cart;
4. Variety of musical instruments;
5. Large percussion instruments;

6. Regular classroom chairs (35);
7. Risers (3-tiered);
8. 2 tables;
9. 1 teacher's desk and chair;
10. Music stands (4);
11. Whiteboard (4' x 8');
12. Whiteboard with staff;
13. Easel;
14. Music textbooks;
15. Tapes and CD's;
16. Pencil sharpener;
17. A wand or baton;
18. Computer with table;
19. Headphones;
20. Boombox; and
21. Four-track cassette recorder.

IX. UTILITIES

1. Lights;
2. Surge protected outlets for sound equipment at least every ten feet on every wall;
3. Sink with hot and cold water and drinking fountain;
4. Thermostat with manual control; and
5. Phone to make calls out and within the school.

X. SPECIAL REQUIREMENTS

1. Sound-proof room;
2. Good acoustics;
3. Built-in riser stairs, carpeted (deep and wide for comfortable sitting - big enough to set chairs on) three levels; and
4. Needs to be a separate room than the stage itself, but easily accessible to the stage.

XI. STORAGE

The following storage will be needed:

1. Shelves for sheet music;
2. Shelves for instruments;
3. Lockable closet or cabinet for larger items; and
4. Built-in permanent bookcase.

XII. ENROLLMENT

The music program will service the entire school population of 750 in blocks of 30 students at a time. The after-school choral program would house 60 - 70 students in the room.

AMPHITHEATER

I. INTRODUCTION

The amphitheater with the stage and outside court area will be used for rehearsals and performances by K-5 teachers, the school, and by the community.

II. CURRICULUM TO BE TAUGHT

The curriculum served by the amphitheater include, but are not limited to:

1. Physical Education;
2. Fine Arts; and
3. Social Studies.

III. EDUCATIONAL OUTCOMES

Students will learn:

1. How to model appropriate behavior in an outdoor assembly;
2. How to work together for a common goal; and
3. How to perform in an outdoor setting.

School and community will host meetings and cultural events requiring amphitheater facilities.

IV. DISCERNIBLE TRENDS

Current trends indicate:

1. Performance on videos and using video as a means for self-evaluation;
2. The use of the amphitheater for special events builds school and community spirit; and
3. Special considerations for keeping skateboards off of amphitheater (grooves or bumps in cement surfaces).

V. TEACHING AND LEARNING ACTIVITIES

Students will do the following:

1. Plan, rehearse, and perform;
2. Whole group instruction;
3. Make videos;
4. Use music and dance instruction;

5. Choir/band performances;
6. Graduation;
7. Barbecues;
8. Picture Day;
9. Buddy Reading;
10. Solar Cooking;
11. Carnivals;
12. Art projects;
13. Community Events; and
14. Assemblies.

VI. ORIENTATION AND RELATIONSHIPS

1. The amphitheater should be adjacent to the multipurpose room with access to and from each other;
2. The amphitheater and stage within the multipurpose room should be back to back;
3. 6' radius circle placed 30' from front of amphitheater for electric outlets and conduit access to amphitheater for P.A. controls; and
4. 20' of cement slab around base of amphitheater for seating of students.

VII. INTERNAL TRAFFIC

Access will be available on both sides; one side stairs, one side a ramp. The front access will be deep stairs.

VIII. FURNITURE AND EQUIPMENT

1. Mobile P.A. system; and
2. Mobil portable lighting.

IX. UTILITIES

1. Outdoor plugs (electrical) placed at rear of amphitheater (placed in a locked box);
2. Outlets for audio hook-up of rear of amphitheater. Capability to wheel out a mobile P.A. system to circular 30' slab at front of amphitheater and readily hook-up for sound and amplification from outdoor stage;
3. Conduit should be run from back of amphitheater to location at least 30' in front of amphitheater. Access to conduit should be at back of amphitheater at base of steps - at 30' mark; and
4. 4 socket electric outlets (in locked box) at 30' mark.

X. SPECIAL REQUIREMENTS

Portable outside lighting for night performances.

XI. STORAGE

Storage would be inside the multipurpose room with direct access from the amphitheater.

XII. SPECIAL ENROLLMENT

School population and community members.

LIBRARY - MEDIA

I. INTRODUCTION

The library serves the entire student body and staff, providing information and work/study space in all subject areas. Kindergarten through fifth grade levels will be served using a variety of media types including books, audio cassettes, videos and films, as well as computers. Facilities include main library and librarian's workroom. The library is intended to be child-centered. (See Teacher's Resource Room)

II. CURRICULUM TO BE TAUGHT

Curriculum will include instruction on how to use the library and other resources to conduct reviews and research. The library will also serve as an auxiliary to all classrooms in their extended curriculum by using library resources.

III. EDUCATIONAL OUTCOMES

The main educational outcomes include mastery of basic library skills and reference skills including use of data banks and the Internet. Increased appreciation of literature, improved reading skills and providing the opportunity through library resources for expanded knowledge of specific subject areas are among the goals. All learning modalities will be addressed, including auditory, visual and kinesthetic.

IV. DISCERNIBLE TRENDS

Most library functions in the future will make use of new technologies including, but not limited to:

1. Computerized circulation and overdue programs;
2. Catalog on computer;
3. Acquisition of new materials using CD ROM based catalogs, and computerized orders;
4. Access to the Internet; and
5. Networking with other libraries in the district and the county library system.

School libraries are evolving into multi-media information centers where students make use of a variety of media including:

1. Books;
2. Magazines;
3. Reference sets on CD's;
4. Data banks on computers;
5. Videos;

6. Laser Discs; and
7. Audio tapes.

V. TEACHING AND LEARNING ACTIVITIES

Teaching and learning activities include the following:

1. Class and individual instruction in library skills and literature appreciation;
2. Appreciation of literature is enhanced through listening. Librarian reads stories to assembled groups of all grade levels;
3. Drama activities including puppet shows and readers theater;
4. Students learn care of and responsibility for books;
5. Visual arts appreciation through school wide displays;
6. Computers will be used to provide research data and learning resources available through multi-links with agencies at distance from the school such as other district libraries, public library, universities, state documents, library of congress, Smithsonian Institute; and
7. Research using hard cover reference and non-fiction books.

VI. ORIENTATION AND RELATIONSHIPS

The library should be centrally located with an easy access to the community. Nearby areas should include restrooms and teacher's workroom (for use of duplicating equipment). The story pit (kiva) area should be somewhat isolated to allow for quiet, individual study areas elsewhere. Workroom area should be adjacent to circulation desk, and "Teacher's Resource Room". Student computers should be located near reference area. Student computer stations should be situated so libraries can see and monitor them.

VII. INTERNAL TRAFFIC

There should be four to five stations with computers. Student computer stations should be equipped with CD ROM drives, and work processing programs, and be located close to hardcover reference section, and be connected to a printer.

An additional computer station can be used for the catalog access by students, close to librarian. Countertops around the circulation desk should include portions that are at student height.

There should be an entrance door, near which returned books may be dropped into a secured area for check-in and later return to shelves. There should also be an exit door located adjacent to the entrance to provide easy flow of classes, into and out of the library. The exit door should be preceded by an anti-theft device. All areas of the library should be visible from this circulation counter. Students will move freely within the library from reference areas, book shelves, computer applications, and study desks or tables.

VIII. FURNITURE AND EQUIPMENT

Furniture and equipment for the library as indicated below:

1. 2 rolling carts for shelving books;
2. 6 rectangular tables 6' x 3 ½', fully adjustable with metal frames;
3. Stackable chairs for 42 students;
4. Sectional circulation desk which includes space for a computer linked to printer in workroom. Free standing, wall mounted, or built-in locked display cabinet in this area;
5. Countertops at circulation desk should provide consideration of variation in student heights;
6. 5 foot high perimeter shelving - minimum 750 linear feet. 3 foot to 4 foot wide sections;
7. 2 ½' high portable bookshelves that can be placed throughout the library reading room, a minimum of 150 linear feet;
8. Enough built-in book supports for half the shelves;
9. Anti-static, stain resistant carpet for entire floor;
10. Tackable wall surfaces above perimeter shelving (or low light transmission windows with blinds;
11. Thermostat for control of central heat/air;
12. Story pit (kiva) to hold 32 students with large, tilted wall mounted screen for video projection;
13. 2 librarian computers with CD ROM drive, one laser printer. Software for word processing, cataloging of books, and check in/out system;
14. Anti-theft device near library exit;
15. 4 to 5 student computer work stations at student height for research, word processing, and catalog access;
16. 2 moveable magazine racks; 1 for student magazines and 1 for teacher/parent subscription, magazines of various sizes;
17. Wall clock;
18. Fire, security and alarm system;
19. Adjustable blinds for all windows; and
20. 32 linear feet of shelving space for professional/adult collection.

Library Workroom

1. Should be large enough to allow 2 to 3 people to work on book processing;
2. Windows to allow clear view of main library;
3. A 6' or 8' x 3 ½' countertop with cabinets built underneath;
4. A work station where librarian can sit to work at her computer or typewriter;
5. Lots of storage space;
6. Sink with hot and cold water - soap dispenser and paper towel dispenser;
7. Lockable coat closet for personal belongings;
8. Portable bar code reader;

9. Shelving for books in process; and
10. Clock.

IX. UTILITIES

The utilities needed in the library are:

1. Floor outlets every 10' with wall outlets every 10' (taking care not to place them behind shelving);
2. A sink in the workroom with hot and cold running water;
3. A drinking fountain near entrance/exit (should be outdoors);
4. Telephone type intercom near circulation desk;
5. Computer hook-ups for individual computer centers (student use). Network drops two per station);
6. Computer hook-ups for librarians' work room and circulation desk (four network drops);
7. Networking for eventual computer hook-ups between library and computer lab, classroom, other district libraries, public library, etc.;
8. Surge control outlets for computers;
9. Electrical outlets at the "pit" projection area;
10. Wall clock;
11. Wiring for 6 VCR machines and optical disc machines to classrooms);
12. Ceiling fans to circulate air needed because of high ceilings; and
13. Electrical outlets in workroom.

X. SPECIAL REQUIREMENTS

Special requirements in the library include:

1. Handicap access;
2. Budget for software and books;
3. 18' bench surrounding story pit (kiva) area excluding entrance area for safety purposes; and handicapped spot;
4. The kiva (reading pit) will be an extension of the north wall with a green house enclosure. The kiva will step down at least three carpeted steps and will have a masonry foundation forming the base of the green house wall. A large screen will drop from the ceiling of the green house near the green house wall with the ability to be used as a large screen TV projection system located in the opposite step down bank. Ramps will provide access to each side of the kiva and a cushion bench will run the length of the first step at a height of 18 inches;
5. Temperature control is affected by high and vaulted ceilings. Ceiling fans or floor level forced air heat/air may be useful;
6. Interior concrete pillars should be non-climable; and
7. Window glass should be tinted or plan for blinds.

XI. STORAGE

See Furniture and Equipment section.

XII. ENROLLMENT

Space needs to accommodate up to 75 people at one time in main library area, two to three people in librarian's work area, and two to three people in the AV storage/curriculum library room.

TEACHER RESOURCE ROOM

I. INTRODUCTION

The teacher resource room is a basic storage room for instructional supplies that need to be made available to teaching staff. Some grade level specific materials will be kept in grade level pods. The minimum dimensions of the room should be 15' x 15'.

II. CURRICULUM TO BE TAUGHT

Not applicable.

III. EDUCATIONAL OUTCOMES

This room needs to be the hub of integration of curriculum/media/all teacher resources.

It will be the resource center for materials (CD's, leveled books, laser discs, etc.) to be used across grade and subject areas and will also be the distribution point for materials ordered from PCOE.

IV. DISCERNIBLE TRENDS

More books will be required to provide materials for individual-level reading which will require a system of rotation among classrooms for maximum efficiency.

Technology such as CD's and videos are replacing certain texts, such as encyclopedias.

V. TEACHING AND LEARNING ACTIVITIES

Not applicable.

VI. ORIENTATION AND RELATIONSHIPS

As the hub of the campus, this room needs to be centrally located with easy access to library/information center, staff lounge and staff workroom.

VII. INTERNAL TRAFFIC

Teachers need to be able to move easily between the shelves and cabinets and have room to conveniently remove items from shelves. A centrally located countertop will allow for perusal of materials.

VIII. FURNITURE AND EQUIPMENT

1. Perimeter adjustable shelving, 4-5 shelves, 7' high maximum, 24" deep;
2. Center island, adjustable shelves on both sides, with lockable clear cabinet doors. Narrower shelves (9" deep) will be used for CD storage and small books. Island will be 4' high with counter on top;
3. 1 section (6') with poster size slots for art docent portfolios with adjustable sections, having the capability of converting to horizontal adjustable shelves;
4. Portable stair-step ladder;
5. Intercom system;
6. Clock;
7. Portable bar code scanner;
8. 1 7' high by 4' wide locking section, clear doors. This should be part of perimeter shelving; and
9. Shelves and cabinets need plastic sleeve/holders for labels of contents.

IX. UTILITIES

1. Intercom;
2. Clock;
3. Heating, air conditioning, ventilating;
4. Electrical outlets every 6' on walls;
5. Fire and security alarms; and
6. Smoke detector.
7. Computer access

SPECIAL REQUIREMENTS

This room needs to be lockable, so the borrowing of materials may be monitored.

1. Vinyl flooring tile;
2. Teachers' keys should fit the room and cabinet locks; and
3. 12' ceiling with recessed fluorescent light system to correspond to shelving system arrangement.

XI. STORAGE

See furniture and equipment.

XII. ENROLLMENT

5-6 teachers will be using this at a time.

COOKING K-5

I. INTRODUCTION

This program provides hands-on experiences for K-5 students. It may be taught by the classroom teacher in the convenience kitchen off the multipurpose room.

II. CURRICULUM TO BE TAUGHT

1. Cooking;
2. Art;
3. Math;
4. Science;
5. Language - Reading;
6. Social Studies;
7. Cultural; and
8. Role-modeling.

III. EDUCATIONAL OUTCOMES

The students will meet the learning objectives established by the District curriculum standards.

DISCERNIBLE TRENDS

1. Nutrition and health education;
2. Self care and responsibility;
3. Integrated curriculum;
4. Role modeling;
5. Cooperative learning;
6. Critical thinking; and
7. Integrated thematic.

V. TEACHING AND LEARNING ACTIVITIES

Students will be learning to:

1. Prepare a variety of foods;
2. Use appliances and utensils safely;
3. Cooperate and follow directions;
4. Use math and science concepts:
   Counting, sorting, classifying, ordering, measuring, multiplying, dividing, fractions, temperature estimation, ratio, cost analysis, time, greater and less than;

5. Use reading and language:
   Sequencing, vocabulary, phonic awareness, communication skills;
6. Be aware of cultural and taste differences and food origins;
7. Broaden their perspective of male/female roles;
8. Use a variety of materials creatively;
9. Food preparation will take place in the regular classroom by students and teachers; and
10. The actual cooking of the food is all that will take place in the multipurpose kitchen, convenience kitchen or other facilities planned with cooking equipment.

VI. ORIENTATION AND RELATIONSHIPS

See Convenience Kitchen, or other facilities with cooking equipment.

VII. FURNITURE AND EQUIPMENT

Convenience Kitchen, or other facilities with cooking equipment. Cart with shelves for transporting food to be cooked to and from classrooms is needed (36" x 36").

VIII. UTILITIES

See Convenience Kitchen, or other facilities with cooking equipment.

IX. SPECIAL REQUIREMENTS

See Convenience Kitchen, or other facilities with cooking equipment.

X. STORAGE

See Convenience Kitchen, or other facilities with cooking equipment.

XI. ENROLLMENT

Regular classroom of up to 30 students with a teacher. A small group of students may help teacher move prepared foods to and from a room that has cooking equipment, but only where students are allowed.

COMPUTER LAB

I. INTRODUCTION

The computer laboratory will be used by all K-5 students in a child-centered classroom setting. Teachers will provide direct instruction in the use of computers and other technology as they relate to classroom curriculum.

II. CURRICULUM TO BE TAUGHT

Curriculum to be taught in the computer lab will follow and enhance classroom curriculum. Students will learn computer skills and the use of technology as a tool to enhance the curricular areas.

III. EDUCATIONAL OUTCOMES

Students will become familiar with computer tools and will learn to integrate these tools to enhance classroom instruction and meet district standards. Educational outcomes will follow those established for each grade level, K-5.

IV. DISCERNIBLE TRENDS

Computer usage continues to expand and will continue to grow in the future. Students need to become more knowledgeable about and comfortable with the use of computers on a regular basis. The Internet will become an increasingly valuable teaching tool, providing instructional possibilities unbound by time and space.

V. TEACHING AND LEARNING ACTIVITIES

Students will participate in hands-on experiences by using a variety of programs. Instructional activities will reflect the philosophy that technology is not a separate subject, but a part of the instructional curriculum.

Students will use tools such as word processing, desk top publishing, research tools, along with programs aiding instruction in a particular subject area.

Teachers will lead instruction, assist and direct students in computer use, and monitor student operation of computers.

VI. ORIENTATION AND RELATIONSHIPS

Student work stations should be arranged so that all student computers are visible from the teacher work station. Two large TV display monitors should be placed at high levels where they are visible to the teacher as he/she faces the students. The TV display monitors should be able to display teacher computer demonstrations.

A walk-in lockable storage area (closet) should be included to house the server and communications equipment along with providing storage. This closet should be as near to the teacher station as possible.

A printer station should be created with four printers, located close to the server closet, and accessible to students. The computer lab should be adjacent to the library, easily accessible by all classrooms, and conform to ADA standards to provide access for wheelchairs and special needs students.

VII. INTERNAL TRAFFIC

Students and teachers need to move around the lab freely to get to the printers, and for teachers to move around the room to assist students. All electrical and communications outlets and cables should be hidden and recessed as much as possible to facilitate ease of movement.

VIII. FURNITURE AND EQUIPMENT

Sufficient counter space should be available to accommodate 32 student work stations (personal computers) with ample space between computers for mouse pads and a writing area.

A teacher work station should include space for a personal computer, scanner, audio and speakers, along with desktop space for instructional materials and writing space.

A separate space should be available for a PC work station and writing area for a lab technician.

In the lockable, walk-in closet area, space must be available for a server and CD tower, along with a backboard for computer network equipment and cable termination.

Equipment List:

32 student computers
1 teacher computer
1 lab tech computer
1 server
1 CD tower
4 printers (laser)
wall clock, telephone, intercom
teacher desk and work surface
counter space for 32 computers
waste basket
2 large screen (30”-32”)
(TV display monitors mounted 7” in corners)

32 student chairs, 2 adult chairs
48-port patch panel (RJ-45)
anti-static carpet
fiber-optic cabling to closet
48 level 7 UTP cabling to work stations
tackable wall covering
48-port hub (fiber optic)
dry erase chalkboard
pencil sharpener

IX. UTILITIES

The computer room has the following utility requirements:

1. Fiber-optic cabling to lab (IDF) from main telecom closet (MDF);
2. Level-7 UTP cabling to work stations (48 total);
3. 4 computer jacks at teacher stations;
4. 4 computer jacks at server location;
5. Sufficient electrical power for all electrical devices;
6. Dedicated electrical circuit, surge-suppressed;
7. Allow additional conduit capacity for future upgrade;
8. Video cabling from teacher work station to TV display monitors, with RF converters; and
9. Telephone.

X. SPECIAL REQUIREMENTS

The computer room needs:

1. Isolated electrical circuits, surge suppressed;
2. Anti-static carpet;
3. Alarm system operates on remote keypad (so lab can be entered without disarming alarm for entire school);
4. Ventilated, lockable, walk-in server/storage closet;
5. Tinted windows, placed at high levels, with security glass; and
6. Lighting appropriate to minimize glare on computer screens.
7.

XI. STORAGE

The requirements for storage are as indicated below:

1. Locking, walk-in cabinets for:
    - server and peripheral CD ROM tower;
    - Telecommunications equipment and cable termination; and
    - Storage of instructional and other materials.
2. Overhead bookshelves, approximately 10' wide x 3' high x 14" deep.

XII. ENROLLMENT

Maximum number of students expected at one time is 32, with one instructor and one lab technician.

ART LAB AND KILN ROOM

I. INTRODUCTION

The Kiln room will be used by all of the classes for work with clay. It will contain rolling carts for easy transport of materials to and from art lab. It will house clay, tools and glazes as well as a kiln. The art lab, located adjacent to the kiln room, will be used to teach and practice with various art mediums. It will contain various art supplies and equipment.

II. CURRICULUM TO BE TAUGHT

These facilities will provide an area to enhance the Art/Crafts curriculum.

III. EDUCATIONAL OUTCOMES

Students will learn how to create various items with clay through the use of several methods, i.e., slab, coil and pinch. Students will also learn various artistic techniques and various mediums.

IV. DISCERNIBLE TRENDS

Hands-on, kinesthetic learning and expression through the varied-dimensional form are the trends in Arts and Crafts programs.

V. TEACHING AND LEARNING ACTIVITIES

In the Art Lab, students will be involved in rolling, throwing, wedging and forming clay. Various methods, including slab, pinch and coil will be taught. Other artistic techniques including painting with a variety of different materials, drawing using a variety of techniques, paper mache, etc. will be taught.

VI. ORIENTATION AND RELATIONSHIPS

The Art Lab/Kiln Room can be located on campus to facilitate access by students and deliveries of art supplies. The movement of carts with student art work should flow smoothly to and from the kiln room and art lab.

VII. INTERNAL TRAFFIC

Individual teachers will move in and out of the kiln room to check out materials and equipment. The room will probably not have more than three adults in it at any given time. The kiln will be loaded and unloaded by teachers and instructional assistants.

The art lab will be located adjacent to the kiln room and will accommodate thirty-two students and two to four adults.

VIII. FURNITURE AND EQUIPMENT

Furniture and equipment as specified by room area:

Kiln Room:

1. Kiln;
2. 2 rolling carts;
3. 1 step stool; and
4. 1 work counter 25" wide by 12' long at 40" high. Rolling carts will be stored under counter.

Art Lab:

1. 6 large adjustable rectangular tables with 6 lower tables to fit under which can out for primary students.
2. Storage cart for rolls of butcher paper.
   (8 roll holder approximate dimensions: 36" wide x 4 ' high x 20" wide); and
3. 30 primary size stackable stools; and
4. 35 intermediate stackable stools.

IX. UTILITIES

It will be necessary to have 220 wiring and natural gas for the kiln.

Art Lab:

1. Large, deep sink with hot and cold running water will be needed for cleaning glaze and clay off tools, clean brushes, mix art materials. The drain system should be designed to accommodate clay residue (clay trap) and cement floors with drain to make clean up easier.

X. SPECIAL REQUIREMENTS

Kiln room should be approximately 8' x 10' with an exhaust fan which is activated by kiln on and off switch. Working space by the kiln for a cart and person leading and unloading the kiln.

Electrical outlets located six feet apart, skylights and color corrected lighting. Building should have windows on two opposite sides and (north and south).

XI. STORAGE

The kiln/storage room should have adjustable shelves 18" deep along two walls for tools and glazes. They should be able to support the weight of several 25 lb. Clay packages. One long wall will have a counter 25" deep, 40" high under which two rolling carts will be stored. These carts will be used to transport clay to be fired and drying areas for unfired pieces.

Art Lab:

1. Shelves along one long wall to store paint, brushes, glitter and other art supplies; and
2. Storage for various size construction paper. (12" x 18", 9" x 12") drawers or open slots to store poster board and 24" x 36" chart pads;
3. Paper drying racks to store 60 sheets of 12" x 18" paper and 30 sheets of 24" x 36" paper; and
4. Counter space along walls to place large drying projects, items listed in #2.

XII. ENROLLMENT

The art lab/kiln room will serve up to 32 students and 2 to 4 adults.

RESOURCE SPECIALIST PROGRAM (RSP)

I. INTRODUCTION

The resource specialist program is a support service for the regular education teachers. Students are seen individually and in small groups of 2-15 students. Multiple subjects are frequently covered simultaneously. Students from all grade levels are seen in this room for both instruction and assessment. This class should be adjacent/connecting to the special day class room and be located near regular education classrooms.

II. CURRICULUM TO BE TAUGHT

All basic subject areas are taught in this class including reading, math, spelling, writing, social studies, science, and social skills. Teaching method used include direct instruction and in-class collaboration. A teacher an at least one instructional assistant are assigned to the resource specialist program.

III. EDUCATIONAL OUTCOMES

The program is designed to meet the student's unique educational needs. Students are taught a variety of learning strategies and provide support in order to be successful in the general education program.

IV. DISCERNIBLE TRENDS

Currently, the resource specialists within the District operate both pull-out and push-in programs simultaneously. The trend is to move towards a learning center model for delivery of services to identified and non-identified students.

V. TEACHING AND LEARNING ACTIVITIES

The activities in this program include:

1. Computer instruction;
2. Television, video, and audio instruction;
3. Individual and group instruction with teacher and/or instructional assistant;
4. Assistance with general education classroom assignments and tests;
5. Academic assessments;
6. Consultation with general education teachers and special day class/inclusion teachers;
7. Adaptation of instructional materials;
8. Telephone conferencing with parents and other professionals;
9. Report writing, Individual Education Plan writing; and
10. I.E.P. meetings, conferencing with parents and professionals.

VI. ORIENTATION AND RELATIONSHIPS

This classroom should be adjacent to the Special Day Class/Inclusion Room. The rooms should have a connecting door in addition to each room having outside access. The two rooms would share an office approximately 8' x 20'. It should have direct playground access and be handicapped accessible. As students are constantly coming and going from the class to all other classrooms, accessibility is very important. The classroom should be centrally located to all other classrooms on campus.

VII. INTERNAL TRAFFIC

The Resource Room and Special Day Class/Inclusion Room would communicate through an adjoining door.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment are required in additon to stanard classroom items are:

1. In classroom, 2 computers and printer center with storage and surge protector with adjustable keyboard ledge on built-in counter along the wall in back corner of the room. (See design of resource rooms at Heritage Oak and Antelope Meadows Schools). Also, software for special education;
2. 3 lockable file cabinets (4 drawer);
3. 2 telephones (1 in office and 1 in classroom);
4. 6 to 8 individual, adjustable student desks with chairs;
5. 1 adjustable kidney-shaped table for 6 students and adjustable chairs;
6. 1 wheelchair accessible table (6');
7. 1 sink with drinking fountain and designed to be wheelchair accessible (storage-on the side); and
8. 1 computer with one shared printer and surge protector in the office.

IX. UTILITIES

Utilities required are:

1. Plugs, about every 6' on each wall;
2. 2 telephones (in office and the classroom);
3. Cable for TV/VCR;
4. Intercom to office;
5. Items necessary for computer network, telephone wires, modem outlets (one in classroom and in office);
6. Water hook-up for sink with hot and cold water with drinking fountain;
7. Fire and security alarm system;
8. Heating, ventilation, and air conditioning system (separate controls); and
9. Internet/E-mail capability.

X. SPECIAL REQUIREMENTS

This program calls for the following:

1. Handicapped accessible entries;
2. Resource office (incorporated within the resource classroom and shared with the SDC/Inclusion teacher). There would not be a wall separating the Resource office and the SDC/Inclusion offices. Total office space is 8' x 20'.
3. Easy access to playground and easily accessible to other classes;
4. 2 telephones (in classroom and in office); and
5. 1 wheelchair accessible table in classroom.

XI. STORAGE

The following storage is required:

1. 3 locking file cabinets (4 drawer);
2. 2 permanent storage cabinets with adjustable shelves, each 6' high x 4' wide x 18" deep;
3. Built-in bookshelves under a counter along one side of the room with adjustable bookshelves underneath;
4. 1 lockable teacher's and assistant's coat closet; and
5. Storage/shelves combination above the built-in computer counter.

XII. ENROLLMENT

Present law indicates enrollment of 24-28 students for less than 50 percent of an instructional day, with many more students referred for assessment. The classroom size would be about the size of a regular classroom (approximately 650 square feet). The resource office (8' x 20') would be used for assessments of referred students and enrolled students, typing reports, phone contacts, etc.

SPECIAL DAY CLASS/INCLUSION CLASSROOM

I. INTRODUCTION

The Special Day Class/Inclusion program serves special day class students and students enrolled in the Inclusion program. The special day class students receive the majority of their instruction in their special day class. Students in the inclusion program receive the majority of their instruction in their general education class, with modifications and support as needed. Students are taught individually and in small groups. Multiple subjects are frequently covered within the classroom. Students from all grades K-5 are seen in this room for both instruction and assessment.

II. CURRICULUM TO BE TAUGHT

All basic subjects are taught in this class, including math, reading, writing, spelling, science, social studies and social skills. Teaching methods used include direct instruction and in-class collaboration.

Independent living skills may also be an integral part of this program curriculum. A teacher and instructional assistant are assigned to this program.

III. EDUCATIONAL OUTCOMES

The program is designed to meet the student's special educational needs. Students are taught a variety of learning strategies, some independent living skills and provided support in order to be successful in the general education programs.

IV. DISCERNIBLE TRENDS

One trend is to move towards a learning center model for delivery of services to special day class students and students enrolled in the inclusion program.

V. TEACHING AND LEARNING ACTIVITIES

The activities in this program include:

1. Computer instruction;
2. Television, video, and audio instruction;
3. Individual and group instruction with teacher and/or instructional assistant;
4. Assistance with general education classroom assignments and tests;
5. Academic assessments;
6. Consultation with general education teachers and special day class/inclusion teachers;
7. Adaptation of instructional materials;

8. Telephone conferencing with parents and other professionals;
9. Report writing, Individual Education Plan writing; and
10. I.E.P. meetings, conferencing with parents and professionals.

VI. ORIENTATION AND RELATIONSHIPS

This classroom should be adjacent to the resource room. These rooms should have a connecting door, in addition to each room having outside access. The two rooms would share an office approximately 8' x 20'. It should have direct playground access and be handicapped accessible. Since students are often coming and going from this class to all other classrooms, accessibility is very important. This room should be centrally located to all other classrooms on campus.

VII. INTERNAL TRAFFIC

The resource room and special day class/inclusion room would communicate through an adjoining door.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment are required in addition to the standard classroom items:

1. 4locking file cabinets (4 drawer);
2. In the classroom, 2 computers and printers, center with storage and surge protector with adjustable keyboards. Also, software for special education;
3. 1 kidney-shaped table for 6 students and 6 chairs, adjustable;
4. Cassette recorder with listening posts on a small table;
5. 1sink with drinking fountain and positioned to be wheelchair accessible, (storage on the side);
6. 12 individual student desks with chairs, adjustable;
7. Separate coat hooks (6 at least 1 foot apart) and a shelf for lunches and/or backpacks;
8. A moveable partition to section off a portion of the room, as needed;
9. 1 wheelchair accessible table (6');
10. 2 permanent cabinets with adjustable shelves, 6' high x 4' wide x 18" deep;
11. 1 overhead projector;
12. 2 telephones, (1telephone in office and 1telephone in classroom); and
13. 1 computer with 1shared printer and surge protector in office.

IX. UTILITIES

Utilities required are:

1. Several outlets on each wall about 6' apart;
2. Intercom to office;
3. Water hook-up for sink (hot and cold) with drinking fountain;
4. Cable for TV/VCR;
5. Items necessary for computer network (i.e., what kind of cables, telephone wires, modem outlets) in classroom and in office;
6. 2 telephones (1in classroom and 1 in office); Fire and security alarm system;
7. Heating, ventilation, and air conditioning system (separate controls); and
8. Internet/E-mail capability.

X. SPECIAL REQUIREMENTS

The program calls for the following:

1. An office (incorporated within the SDC/Inclusion classroom and shared with the Resource room. There would not be a wall separating the resource room and the SDC/Inclusion classroom. (Total office space is approximately 8' x 20').
2. The room should be handicapped accessible;
3. Easy access to playground and to other classes;
4. 1 wheelchair accessible table in classroom;
5. Windows for lighting as well as artificial light; and
6. 3 telephone (in classroom and in office).

XI. STORAGE

Storage is needed as indicated below:

1. 3 locking file cabinets (four drawers);
2. 2 permanent storage cabinets with adjustable shelves, 6' high x 4' wide x 18" deep;
3. Built-in bookshelves under a counter along one side of room with adjustable bookshelves underneath;
4. 1 lockable teacher's/assistant's coat closet for personal belongings; and
5. Storage/shelves combination above the built-in computer center.

XII. ENROLLMENT

The program typically has 10-12 students enrolled. The classroom size would be about the size of a regular classroom (approximately 650 square feet). The Special Day Class/Inclusion office would be used for assessing students, writing reports, phone contacts, etc.

SEVERELY HANDICAPPED (SH/) CLASSROOM AND OCCUPATIONAL/PHYSICAL THERAPY CENTER

I. INTRODUCTION

This class would serve individuals with multiple handicaps of various types: Developmentally Delayed, Orthopedically Handicapped, who would need a larger sized classroom to accommodate wheelchairs, traffic movement and the use of other specialized equipment.

II. CURRICULUM TO BE TAUGHT

The curriculum is built around the individual needs of each student. The range would be from toilet scheduling and basic feeding skills to much more sophisticated areas of self-care; such as independent living skills (e.g., cooking, shopping, dressing). It is possible that some students may be integrated in the regular classroom for academics, but need at times to use the severely handicapped (SH) classroom for attending to specialized health care needs and/or for help with the fine motor aspects of their assignments, occupational and physical therapy. Services will also be provided in this room.

III. EDUCATIONAL OUTCOMES

To help each individual student reach his/her potential in areas identified within his/her educational plan. Students will have widely diversified abilities and their curriculum will be highly individualized. To increase each student's ability to function independently is the major educational objective.

IV. DISCERNIBLE TRENDS

"Least restrictive environment" has been in practice for a number of years. The current trend is toward inclusion of identified students in the general education program as much as possible. It is more likely that Severely Handicapped students will be served within the district. More specialized services could be provided on school sites rather than at separate off site facilities.

V. TEACHING AND LEARNING ACTIVITIES

The teaching and learning activities in the Severely Handicapped class vary widely, depending on the needs of the student. The activities may range from daily living skills to general education curriculum. The constant is that each student's activities are highly individualized and frequently require fairly bulky equipment that requires space.

Examples are: Mat tables, standing tables, walkers, computers, wheelchairs, modified toilets, or cooking/baking equipment.

VI. ORIENTATION AND RELATIONSHIPS

The Severely Handicapped classroom should preferably, be near the center of the campus and have a nearby access to the specialized transportation. A special needs restroom is needed in the Severely Handicapped classroom.

VII. INTERNAL TRAFFIC

Students move from classroom area to an enclosed toilet area, space for wheelchair movement and storage, and other equipment storage (see special needs restroom specs.). This classroom is to be a large (1,300 square feet minimum) area so that free and safe movement can occur.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment are needed in addition to standard classroom items :

1. Changing table (3' x 2 ½' x 6', padded with vinyl top), located in restroom;
2. Large mat table (5' x 6' x 2" with a 2" mat) for physical therapy;
3. 1 table (2' x 6') for work plus 6 chairs;
4. 2 modified tables (U-shaped) for wheelchair use with computer;
5. 2 standing tables with trays for working surface;
6. Refrigerator;
7. Cupboard and counter;
8. Sink (kitchen style) with modified handles;
9. Shelves (approximately 100 linear feet);
10. Food Processor;
11. 2 computers with printer and necessary modifications for special handicapped with adjustable, movable keyboard ledge; computer table adaptable to wheelchairs; also, software for special education;
12. Vacuum cleaner;
13. 2 (5'x 6') portable screens for privacy;
14. 2 tape recorders;
15. Modified switch equipment for light;
16. Tackable wall surface;
17. 12 coat hooks with shelves for lunch boxes and back packs;
18. Hoyer Lift/electronic;
19. Specialized OP/PT equipment;
20. 2/3 vinyl and 1/3 carpet (anti-static);
21. Bathroom Area: (See special needs restroom specs.)
    Modified toilet for wheelchair transfer;

Tile floor;
Modified wash basins that has: wheelchair access and modified handles.

IX. UTILITIES

1. Ample outlets (about every 6 feet about 15 feet off floor; counter outlets above counter about every 2 feet);
2. Surge control panel for computer;
3. Telephones;
4. Hot and cold water to all sinks, modified handles on sinks;
5. Fire and security alarm system; and
6. Heating, ventilation, and air conditioning system.

X. SPECIAL REQUIREMENTS

1. This facility and equipment must meet all federal and state code requirements;
2. Wheelchair accessible equipment and furniture and traffic patterns allowing for wheelchair movement;
3. 2 doors into classroom; and
4. Plenty of windows.

XI. STORAGE

Storage is needed for large equipment - wheelchairs and other equipment used on a daily basis - need floor space (wheelchair floor space storage for 12 wheelchairs). Storage for:

1. See furniture and equipment;
2. Walk-in storage with adjustable shelves (floor to ceiling storage; 2' storage bottom and 18" shelves top) - open floor space for large equipment (tables, wheelchairs, walkers…);
3. Lighting and electrical outlets;
4. Lockable door - one entrance; and
5. 100 square feet minimum floor space.
6.

XII. ENROLLMENT

Class would range in size from 8 - 12 students.

DESIGNATED INSTRUCTIONAL SERVICES CENTER (DIS)

I. INTRODUCTION

The DIS rooms should be located in or near the administrative complex and would house the following professionals: school psychologist, nurse, language, speech-language pathologist, counselor, and other designated instructional service personnel, such as a visually handicapped teacher, a hard of hearing teacher, etc. The DIS rooms will consist of four rooms (at least 200 square feet). Each of the four rooms will have its own exterior entrance. These four rooms would include:

1. Psychologist's Room (200 square feet);
2. Health Services Room (200 square feet);
3. Speech - Language Pathologist Room (200 square feet); and
4. Counselor's Room (200 square feet).

II. CURRICULUM TO BE TAUGHT

The offices within the center will be used for the following purposes:

1. Psychologist's Room: report writing, conferences with parents and teachers, individual testing, (200 square feet);
2. Health Services Room: hearing testing and screening, vision testing, individual health counseling with students and staff, telephone, conferencing, record reviewing, inservicing (200 square feet).;
3. Speech-Pathologist Room: Individual and small group instruction (1-6) students), individual testing, parent conferencing (200 square feet); and
4. Counselor's Room: individual and small group counseling, parent conferences (200 square feet).

III. EDUCATIONAL OUTCOMES

These professionals insure that students receive an appropriate educational placement and provide materials, instruction, and consultation to both special education and general education staff and students.

IV. DISCERNIBLE TRENDS

There will be an increased demand for services as the district population grows. The trend to place the severely handicapped on their home campus would necessitate the provision for more services and facilities.

V. TEACHING AND LEARNING ACTIVITIES

The teaching and learning activities are described by area:

1. Psychologist's Room:
    - testing;
    - consultation;
    - report writing;
    - parent conferencing;
    - teacher conferencing; and
    - in-servicing of staff and parents

2. Health Services Room:
    - Vision and hearing services, report writing;
    - Individual health counseling;
    - Telephone conferencing;
    - Record reviewing;
    - Inservicing; and
    - Health education planning.

3. Speech and Language Room:
    - Individual and small group instruction (1-6 students);
    - Individual testing;
    - Report writing;
    - Consultation;
    - Parent conferencing;
    - Computer instruction; and
    - Locate near vice-principal's office.

4. Counselor's Office:
    - Individual and group counseling, parent conference, meetings with teachers.

VI. ORIENTATION AND RELATIONSHIPS

The center should be located near or in the administrative complex. It would consist of four rooms (each at least 200 square feet).

The counselor's office should be located near the vice-principal's office. The psychologist's office and the speech-language pathologist's room should be adjacent to each other and removed from heavy traffic areas and congestion. The Health Services room should be separate from the sick room, and have an exterior and interior entrance.

These rooms should all have direct outside access. Personnel should not have to pass through any other office to enter their office. All rooms must have windows.

VII. INTERNAL TRAFFIC

Movement is primarily single student or parents meeting with consultant.

VIII. FURNITURE AND EQUIPMENT

1. Psychologist's Room:
   - 1 teacher's desk and chair;
   - 1 kidney-shaped table (adjustable for younger/older students);
   - 2 chairs (adjustable for younger and older students);
   - Telephone (including intercom to office);
   - Carpeting;
   - Windows;
   - Pencil sharpener;
   - Writing board (3' x 5');
   - Tack board walls;
   - Computer;
   - Counter with storage above and below;
   - Bookshelf; and
   - 2 locking file cabinets.

2. Health Services Room:

   - 2 parallel locking file cabinets;
   - Teacher's desk and desk chair;
   - 2 locking file cabinets (4 drawer);
   - Telephone (with intercom to office);
   - Windows;
   - Tile flooring
   - Shelves (4 shelves, 3' long);
   - Locking cupboard for equipment (6' x 2 ½' x 1 ½'), adjustable shelves;
   - Computer with printer;
   - 1 table with 3 chairs (2 ½' x 4');
   - Audiometer;
   - Typanometer;
   - Vision screener;
   - Color vision plates;
   - Writing board (3' x 5');
   - Clock with second hand;
   - Pencil sharpener;

- Tack board walls;
- Free standing screen (5' x 6');
- Sink with hot and cold water with storage above;
- Counter with cupboards above and below on one wall; and
- Scale.

3. Speech and Language Room:

- Teacher's desk and desk chair;
- 2 locking file cabinets (4 drawer);
- Telephone (with intercom to office);
- Windows;
- Carpeting (anti-static);
- Shelves built-in along one wall (4 shelves, 10' long);
- Computer with printer;
- 1 table (2 ½' x 6') (adjustable);
- 6 student chairs;
- Writing board (3' x 5');
- Clock;
- Pencil sharpener;
- Tack board walls;
- 1 tape recorder;
- 1 sink with hot and cold water; and
- Counter with storage above and below.

4. Counselor's Room:

- 1 teacher's desk and chair;
- Kidney-shaped table (adjustable);
- 6 adjustable chairs;
- Telephone (including intercom);
- Static-resistant carpeting;
- Window;
- Pencil Sharpener;
- Locking file cabinet;
- Whiteboard;
- Tackable wall surface;
- Computer (with network connection for E-mail);
- Center with storage space/cabinets above and below; and
- Bookshelf.

IX. UTILITIES

The utilities should include:

1. Internet/E-mail;
2. Telephones in all rooms with intercoms to office;
3. Several electrical outlets in each room or office;
4. Fire and security alarm system;
5. Heating, ventilation, and air conditioning system (separate controls); and
6. Outlets every six feet.

X. SPECIAL REQUIREMENTS

The utilities should include:

1. Handicapped access to all rooms;
2. All rooms must be soundproof;
3. All walls are full-sized;
4. All tables will be wheelchair accessible;
5. Windows in all rooms;
6. All carpeting must be anti-static; and
7. All tables adjustable for wheel chairs.

XI. STORAGE

The following storage should be included:

1. File cabinets (locking) in all rooms;
2. Shelves in each room; and
3. Locking cupboards in Health Services Room.

XII. ENROLLMENT

In the Speech and Language program, there would be approximately 55 students enrolled in the program (maximum of six students at one time).

- Many other students will be evaluated by the nurse, the psychologist, the speech-language pathologist and other designated instructional services (DIS) personnel.

Counselor will be available to hear and help students with their concerns and individual problems. Parents and small groups of students may use the counselor to resolve problems and concerns.

Parent Participation Preschool Intervention Program (PPPIP) PROGRAM

I. INTRODUCTION

The PPPIP (Parent Participation Preschool Intervention Program) should consist of a self-contained classroom.

The classroom will have preschool aged children (3-5 years) who have been identified as having special needs.

II. CURRICULUM TO BE TAUGHT

1. Speech and Language development;
2. Pre-academic readiness skills;
3. Music;
4. Science;
5. Art
6. Free activities, including cooking; and
7. Social skills.

III. EDUCATIONAL OUTCOMES

The students will:

1. Develop expressive language and articulation skills;
2. Follow simple rules - respect the personal space of others (safety) and be courteous;
3. Develop auditory and comprehensive skills;
4. Become familiar with different kinds of literature;
5. Develop a curiosity and excitement for learning;
6. Develop social interaction skills; and
7. Meet the requirements of their own I.E.P.

IV. DISCERNBILE TRENDS

1. The number of students served by this preschool program is increasing;
2. Children enrolled in the program have a variety of special needs, including speech and language delays, motor deficits and cognitive delays; and
3. Students enrolled in the program may also receive other special services.

V. TEACHING AND LEARNING ACTIVITIES

1. Language - Focus will be on the development of expressive and receptive language, exposure to literature, book making, introduction to sounds, sharing;
2. Articulation/Phonology - Production of speech sounds;
3. Math - Free exploration, patterning, learning shapes and colors, comparing, number sense, estimating, counting and measuring;
4. Science/Social Studies - Senses, plants and animals, weather, seasons, housekeeping, dramatic play, self and safety;
5. Music and Movement - See V. in Kindergarten standards for #4-7. Basic rhythms, simple instruments, CD's, large physical movement activities;
6. Art - design to facilitate language, foster creativity, develop fine motor skills, use of a wide variety of medium;
7. Free Activities - Allow children opportunities to choose their own activities such as puzzles, art, games, dramatic play (housekeeping corner), blocks, library corner.

VI. ORIENTATION AND RELATIONSHIPS

The following orientation and relationships are needed for the kindergarten area:

1. Close to school entrance and office;
2. Restrooms should be contained within the classroom area;
3. A pick-up/drop-off parking area close to the entrance of the PPPIP room;
4. Playground could be shared with kindergarten classes; and
5. Preschool room could be located near the SH room.

VII. INTERNAL TRAFFIC

Parents will walk students from the drop-off/pick-up area at the parking lot to the classroom. Students individually and in small groups will move with supervision throughout the classroom.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment are required in each PPPIP area:

Indoor:

1. 2 plain adjustable rectangular tables (2' x 5') and chairs to seat 6 people at each table;
2. Dry erase board (4' x 2') mounted 1' off the floor;
3. Indoor sand/water table (4' x 30");
4. Tackable display walls;
5. Housekeeping (playhouse) furniture to include play stove, sink, and refrigerator - this would be enclosed in above structure;

6. Library nook - built-in bookshelf and display case to be constructed along housekeeping wall. (The bookcase to be 5' long x 12" wide x 12" high. The display case about 5' x 2' high);
7. The wall opposite housekeeping is to have a storage wall of adjustable shelves, full length of wall 3' high (could be portable);
8. Refrigerator;
9. Adequate windows for natural lighting;
10. Long, low sink with warm water and a drinking fountain with a foot pedal on sink for ease in hand washing. Wheelchair accessible;
11. Changing table in restroom;
12. 3-sided paint easel;
13. Drying rack;
14. Computer and printer for teacher; and
15. Teacher desk and computer work station (one kidney-shaped table).

IX. UTILITIES

Utilities needed in the PPIP room are as follows:

Indoor:

1. 3 faucet sink at child level with warm water operated with foot pedal (including cold water drinking fountain), wheelchair access in classroom;
2. Intercom for office communication;
3. Child-proof electrical outlets every six feet along walls;
4. Cable TV monitor and computer networking hook-ups;
5. Thermostat (classroom centered for control of heating and air);
6. Clock;
7. Fire and security alarm system; and
8. Electrical outlet for refrigerator.

X. SPECIAL REQUIREMENTS

The following requirements become part of the facilities:

1. Handicap access in all areas, including bathrooms;
2. Fixtures, shelves, boards (everything) built at a child's level;
3. A wall free of cupboards or other distraction with tackable surface;
4. Easy to clean writing surfaces;
5. Two-thirds of the floor space in linoleum, vinyl or tile which includes the area near bath rooms, water fountains and painting area. One third of the floor should be carpeted with anti-static, stainless carpet; and
6. Special needs bathroom (please see restroom specs)
   - Unisex;

- Changing table/cot (4' x 3');
- Locking storage;
- Hot and cold water;
- Paper towel dispenser; and
- Designed for small children.

XI. STORAGE

The PPPIP classroom requires the following (lockable) storage facilities:

1. Teacher's material walk-in closets with counter workspace and shelved walls. Large drawers or individual slots for posters, big books, charts, etc.;
2. 8 coat cubicles measuring 20" x 30" with 2 coat hooks each. Below each coat cubicle would be 2 cubbies each measuring 10" by 8"; and
3. Floor to ceiling lockable cupboard in restroom for diapers, disinfectants…(4' x 8' x 18").

XII. ENROLLMENT

There will be one PPIP room with morning and afternoon sessions. There will be 15 students in the room.

Early Intervention Strategies (E.I.S.) and English as a Second Language (E.S.L.)CLASSROOMS

I. INTRODUCTION

This program should be located near the classrooms. It should consist of two large rooms (each 200 square feet) and a smaller office (8' x 10'). The two larger rooms will have entrances from the main walkway. The office will be accessible from both rooms. These rooms would include;

1. E.I.S. (Title I); and
2. E.S.L.

II. CURRICULUM TO BE TAUGHT

E.I.S.

This program is a reading intervention program for early readers. Sessions include both individual and small group interventions.

E.S.L.

This program is designed as an intervention for English language learners. Small group and individual sessions (1-3 children) are typical.

III. EDUCATIONAL OUTCOMES

These programs insure that students with special language and reading needs are provided appropriate support for success in the regular classroom.

IV. DISCERNIBLE TRENDS

Emphasis on early reading intervention will assume a new importance with the changing dynamics of primary classrooms.

Less of a need for early intervention, more of a need for prescription intervention.

Phonemic - fluency
Awareness - comprehension

There will be an increased demand in E.S.L. services as the population of English language learners grows in our schools.

V. TEACHING AND LEARNING ACTIVITIES

E.I.S. Room:

1. Assessment;
2. Individual instruction;
3. Small group instruction;

4. Teacher consultation;
5. Parent consultation; and
6. Specialist consultation/observation.

E.S.L. Room:

1. Assessment;
2. Small group instruction;
3. "Total physical response" instruction (including movement, space, and manipulatives);
4. Use of tangible materials for vocabulary and language development; and
5. Consultation with parents, teachers, and other specialists.

VI. ORIENTATION AND RELATIONSHIPS

The E.I.S./E.S.L. unit should be close to the center of the campus to minimize lost time and disruption for children receiving services. The office space should be easily accessed from either room.

E.I.S. - Computers set in an area visible for monitoring by staff. Computers set in individual cubicles along one long wall.

VII. INTERNAL TRAFFIC

Movement across campus, into each room, and between rooms should be easily maintained.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment is needed:

E.I.S.

1. 2 portable room dividers (cubicles to divide space);
2. 3 small (3' x 5') tables;
3. 1 kidney-shaped table;
4. 15 student chairs;
5. 1 (4 drawer) file cabinet;
6. White board (wall mounted);
7. Tack board walls;
8. 4 small bookshelves;
9. Telephone (with intercom)
10. 4 multimedia computer (with CD ROM);
11. Computer carrel;
12. Anti-static carpet;
13. 4 teacher chairs;

14. Clock
15. Sink with drinking fountain;
16. Tape recorder; and
17. Pencil sharpener.

E.S.L.

1. Large table (3 ½' x 7');
2. 6 student chairs;
3. 2 teacher chairs;
4. Listening post;
5. Computer with printer;
6. Clock;
7. Phone with intercom;
8. Whiteboard;
9. Tack board walls;
10. 1 bookshelves;
11. Anti-static carpet;
12. 4 drawer file cabinet;
13. Window;
14. Integrated center space (with cupboards below);
15. Pencil sharpener; and
16. Tape recorder.

E.I.S./E.S.L. Office

1. 3 teacher desks;
2. 3 teacher chairs;
3. TV/VCR on rolling cart;
4. Phone;
5. Clock;
6. Anti-static carpet;
7. Locking file cabinet, 4 drawer;
8. Windows on walls to connecting E.I.S./E.S.L. classrooms with horizontal blinds; and
9. 1 computer station.

IX. UTILITIES

The utilities should include:

E.I.S. / E.S.L.

1. Electrical outlets in each cubicle (located on floor), also along walls (6' apart);
2. Telephone with intercom;
3. Fire and security alarm system;

4. Heating, ventilation and air conditioning; and
5. Computer drop stations.

Office Area

1. # 2, #3 and #4 as stated above;
2. Electrical outlets spaced 6' along each wall; and
3. Computer drop station.

X. SPECIAL REQUIREMENTS

Special requirements should include:

1. Handicapped access to all rooms;
2. All rooms must be sound proof;
3. All walls are full-sized;
4. Windows in all rooms;
5. Anti-static carpeting;
6. Tack board walls; and
7. Room divider cubicles in E.I.S. room.

XI. STORAGE

The following should be included:

1. 1 free standing locking file cabinet per room (4 drawer);
2. 4 free standing bookshelves per cubicle in E.I.S., one (1) bookshelf for E.I.S.; and
3. Built-in adjustable shelves (48" x 48" x 12" deep) along one wall to fit above a teacher desk.

XII. ENROLLMENT

Enrollment of E.S.L. will fluctuate from year to year but would serve approximately 36-40 students per year.

Enrollment of E.I.S. students will be approximately 200 students with a possible expansion of the program to serve other reading needs.

OFFICE - RECEPTION

I. INTRODUCTION

The admininstrative suite serves as a main reception area and meeting area for visitors and staff and serves as an integral part for coordination of the school environment. Therefore, it should be attractive and functional; thus setting the professional standards of the school.

II. CURRICULUM TO BE TAUGHT

The function is a support service to all school programs and operations.

III. EDUCATIONAL OUTCOMES

Administrative offices will efficiently and professionally conduct the operations of a school business, serving the needs of student, staff, and the public.

Work space will be designed for optimum efficiency and confidentiality as well as easy availability to students, staff and the public. The office will utilize modern technology and time-saving tools.

IV. DISCERNIBLE TRENDS

The office will be designed in such a way to utilize new computer technology; especially in the area of date management.

We see the office becoming more oriented towards the social services, therefore, indicating a need to work more closely with those agencies and providing individual meeting spaces for services.

The office is becoming a communications hub handling voice mail, video broadcasting, paging and intercom systems, technology management (copy machines, etc.).

V. ACTIVITIES

There will be a school secretary and two school clerks. Their duties may include: typing, bookkeeping, counting and transferring money to the district office, filing, answering phones, dealing with students, staff and parents, keyboarding and other computer work, using all copy machines, maintaining student records, reception, doing student enrollments and withdrawals, student attendance, supervising waiting area for vice-principal/principal, using an adding machine, filling out forms, routine office activities, lost and found, student illness/injury, opening school mail and preparing reports, district communications, and other activities as needed.

A vice-principal will be assigned to provide administrative support for the principal and manage the range of services which will be provided with year-round school, extended day activities and community services.

VI. ORIENTATION AND RELATIONSHIPS

School secretary/clerks must have quick and easy access to:

1. Reception counter, student area, staff area, parent area;
2. Mail, receiving and sending, fax, receiving and sending;
3. Visitors;
4. Staff members;
5. Facility for office supplies (not to be shared);
6. View of parking lot, entrance and core campus area;
7. Functions adjacent to principal's office;
8. P.A. system, copy machines, vice-principal, principal, counselors, psychologist, archive/ storage room, multipurpose, (supplies/lunch);
9. Students;
10. Deliveries;
11. Sink and first aid supplies;
12. Files;
13. Staff mailboxes and bulletin boards;
14. Kindergarten and multipurpose rooms near office
15. Student waiting areas;
16. Community conference room (15 people);
17. Special Education conference room (8 people); and
18. Spacious office that is open.

VII. INTERNAL TRAFFIC

Office personnel will have continuous movement to and from:

1. Office workroom (copier, fax, receiving, work area);
2. Nursing facilities;
3. Phones;
4. Counters (3'-4' counter): Student counter 3' and Parent/Staff counter 4';
5. Principal/vice-principal (i.e., Community conference room);
6. Restrooms;
7. Reception areas;
8. Flow through traffic should be limited by physical boundary;
9. Immediate access to files;
10. Fire alarm and equipment room;
11. Archive/storage room;
12. Multipurpose room; and
13. Kindergarten.

VIII. FURNITURE AND EQUIPMENT

The areas within the office complex will have the following furniture and equipment requirements:

1. Refrigerator-freezer (built into nurse's station);
2. Lateral file cabinets with locks (30'), one master side bar lock (built-in);
3. Paper shredder;
4. Round table with six chairs (4'), conference room to seat 15 people);
5. 6 extra chairs for parent reception (4 chairs for student reception);
6. Postage meter with seal and scale;
7. Electric pencil sharpener;
8. 4 computers, Pentium with 6 GG hard drives (32 megs memory);
9. 1 adding machine;
10. Office chairs with seat and back padding;
11. 2 laser printers (1 for Special Education and 1 for office - needs to be 1200 dpi);
12. Counter (4') at reception area (with slots facing reception area for parent/student materials);
13. Teacher/staff mailboxes (between office and staff room). Mailboxes not available from parent/student reception area view;
14. Lots of mailboxes (85): 50 (11"x9"x11") and 35 (5.5"x9"x11"). Counter space in front of mailboxes and cabinets underneath with doors;
15. 3 cabinets/supply closets with locks;
16. Anti-static, stain guarded carpet;
17. Clock;
18. 2 L-shaped desks;
19. 3 secretarial chairs;
20. Radio walkie talkie system for custodian, vice-principal, principal, office (8 radios);
21. Counter and sink with storage space under sink (hot and cold water);
22. 5 wastebaskets;
23. 1 dictation machine;
24. Blinds for windows;
25. Two-way intercom system with access to all classrooms and special facilities (as well as Adventure Club) and with ability to patch through outside calls (on phone system);
26. Safe;
27. Fax machine;
28. Refrigerated drinking water fountain;
29. Trophy case;
30. Bookshelf needs to hold big binders with adjustable shelves (11" deep) all along workroom walls;
31. Small cot;
32. 1 large trash can;

33. 4 staplers;
34. 1 heavy duty stapler;
35. 1 booklet stapler (long neck);
36. 1 large non-electric hold punch;
37. 1 folding machine;
38. 3" counter along 2 walls in workroom;
39. Large electric 3 hole punch, (heavy duty);
40. 1 computer NT server with all office computers/ administration/Special Education networked with CD ROM Tower;
41. Internal video systems to all classrooms, storage, computer, stage, cafeteria;
42. Built-in cabinets along one wall in office to hold big binders (11" deep); and
43. Television mounted so its visible to public and office staff.

IX. UTILITIES

The utilities required in the office complex are as follows:

1. Sink with hot and cold water (hot water heater in office) with storage beneath;
2. Electrical outlets every 6 feet on wall and in floor near work stations (4 socket outlets) above counters. Every other on wall would be 4 socket;
3. Telephone system/switchboard;
4. Heating/air conditioning with central controls, conference and office area has own control units, attached to staff room;
5. Security system including fire alarms, fire equipment controlled and accessed to the complete building;
6. 2 x 2 x 2' box in floor under secretaries desk to hold all wires and with 3 electric outlets. The cover would match carpet and have holes to run wires through;
7. Adequate conduit for expansion of future services of technology. Large conduit to all rooms and office spaces and circle floor to secretaries;
8. Electrical surge protection (computers);
9. Space for 4 personal computers and 2 printers;
10. Hot water heater located under the sink; and
11. Adequate lighting in work areas. Different lighting then fluorescent for computer work - more defused.
12. Cable Television connection

X. SPECIAL REQUIREMENTS (Part I)

Part I

The office area has the following special requirements:

1. Halon (fire protection)system;

2. Intercom/video connected with each classroom with special facilities to patch through outside calls;
3. Tackable walls;
4. Restrooms for staff with hot and cold water (at least 3);
5. Windows facing front of school for security;
6. Emergency alarm (panic button) for security - (lights up light in administration), principal/secretary;
7. Handicap access for both students and employees;
8. Front and back doors;
9. Chalkless writing board for message center by teachers' boxes;
10. Voice mailbox (to facilitate messages, as part of telephone system);
11. Hot water heater located under sink;
12. Announcement board, electric display based on outside for announcement;
13. Heating, ventilation, and air conditioning system (independent of office);
14. Fire and security alarm system;
15. Large windows in office to observe street, parking and core campus area;
16. Large window between office and nurses station;
17. Outside plastic bulletin board;
18. Entrance sheltered from wind and rain; and
19. Flexible intercom which allows unlimited paging and ringing zones and various bell tones.

XI. STORAGE

1. 2 storage closets for office supplies of adjustable shelves to ceiling (locking), double door size (7' tall, 6' wide, 3' deep);
2. 3 hooks behind workroom door;
3. Fire proof, file cabinets for permanent records, cumulative folders, finances and other important papers;
4. Built-in storage for printed materials (bookkeeping, attendance, records, registration forms, 18" deep, 5' tall, 4' wide); and
5. Locking key cabinet;
6. Cabinet along 1 wall in office and all available walls in workroom (even over copier); and
7. Archive/storage room, easy access to office.

XII. ENROLLMENT

Main office reception area should hold at least 12 to 15 people comfortable. The reception area should seat at least 6 people, but also provide standing room at the counter for up to 8 people.

STUDENT RECEIVING AREA

I. INTRODUCTION

The student's receiving area serves as a reception area to students. This area will direct students to either an administrator, counselor, health person, or serve as an area for parents to pick up students for appointments.

II. CURRICULUM TO BE TAUGHT

In this area, students will be expected to sit and wait quietly.

III. EDUCATIONAL OUTCOMES

This space will be designed in such a way that students will be serviced efficiently and with confidentiality.

IV. DISCERNIBLE TRENDS

The student receiving area will be designed in such a way as to handle:

1. Discipline problems due to higher school enrollment;
2. Increased need for students with special needs to see counselors;
3. Handle students with health problems; and
4. Handle students being picked up for appointments.

V. TEACHING AND LEARNING ACTIVITIES

While students are waiting to be seen by staff, they will sit quietly. They will then be directed to the appropriate area.

VI. ORIENTATION AND RELATIONSHIPS

The student waiting area should be designed so it will be easily supervised by secretaries and administrators. It must be close to the vice-principal, counselor and health area. It should also be close to secretary's desk or work station.

VII. INTERNAL TRAFFIC

The student receiving area should accommodate up to six students at a time. After assessment, the students go to the proper waiting area to be taken care of.

VIII. FURNITURE AND EQUIPMENT

The areas within the office complex will have the following furniture requirements:

1. 6 student chairs; and
2. Tackable walls. (See office file for diagram and how this fits into total administrative area/support staff rooms).

IX. UTILITIES

1. Fluorescent lighting;
2. Heating and air conditioning provided by main office; and
3. Private intercom controlled by vice-principal's office to summon students.

X. SPECIAL REQUIREMENTS

1. Dimensions of receiving area should be 8' x 8' and should be able to accommodate six students; and
2. The area needs room for up to six student chairs along vice-principal's wall away from entrance.

XI. STORAGE

Not applicable.

XII. ENROLLMENT

The student receiving area would sit between 6-8 students at one time.

PRINCIPAL'S OFFICE

I. INTRODUCTION

The principal's office serves as an indicator of the management style used in the school. It should be a friendly, professional atmosphere with well planned use of space to allow for individual office and small conferences. Security and privacy are important aspects of the office design.

II. CURRICULUM TO BE TAUGHT

The function of administration is to provide leadership and be of service to students, teachers, staff, and community members.

III. EDUCATIONAL OUTCOMES

The principal's office should be designed as a working office where decisions effecting the operation of the school site can be made with the least amount of interruptions. The office should be flexible enough to provide management of both adult and student concerns. This will also require that the office be designed so that confidential conversations and communication can be made. The office should also reflect the use of modern technology to increase efficiency.

IV. DISCERNIBLE TRENDS

The principal is the instructional leader in the school, maximizing the potential for excellence in student learning. The operation of the principal's office will become more business efficient because of the requirements which will be placed on that individual. This will include serving a changing and diverse student population; with mixed socio-economic background. It is anticipated that more decision-making authority will be shifted from central district administration to the site level (site based management). Management of site security will become of greater concern and the planning of maintenance and operation will occur around the clock. This will also require constant monitoring of energy consumption.

V. ACTIVITIES

The activities will include:

1. Disciplining students;
2. Conferencing with students, staff, and parents;
3. Meeting with School Site Council;
4. Writing reports;
5. Planning;
6. Monitoring;
7. Communicating;
8. Evaluating;
9. Providing professional growth of both staff and self; and
10. Site management

VI. ORIENTATION AND RELATIONSHIPS

The principal's office should have the following orientation and relationships. The principal's office will be internal to the administrative suite. It will be close to the vice-principal(s) and school secretary desk. It will have a door which opens to the office suite and a door which opens to the exterior of the building away from public access.

Indirect access will be to the students and parents (must clear through school secretary or clerk). Must have access to large conference room and restrooms. May be located close to staff room, but must be soundproof. Should have at least one large window.

The administrative suite should be located near the visitor parking lot and near the postal box. It should be located in the entry portion of the school near building which have active use (Kindergarten, Multipurpose, Day care).

Bus and student loading during normal hours should be in clear view of the office building.

VII. INTERNAL TRAFFIC

The principal should have free circulation of the administrative suite. The principal should have direct access to the school secretary and vice-principal. The conference rooms should be easily accessible to the principal. Unscheduled interruptions (phone calls, drop-in visitors, staff) should be controlled by school secretary. The principal should be able to enter and exit office without disturbing office operations, and in some cases, without using office main entrance.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment is required in the principal's office:

1. Bookshelves - at least 10' x 7' high with adjustable shelves;

2. 2 file cabinets with locks (upgraded materials), 4 drawer (optional);
3. Executive desk and chair with credenza for computer;
4. Conference table for 6 people and 6 chairs (upgraded with padded chairs or rollers);
5. Phone with speaker;
6. Intercom;
7. Walkie Talkie;
8. Small sink and counter area;
9. Computer and printer, (Fast computer with enough memory and storage to handle large programs and large amounts of data);
10. Dictation machine (optional);
11. AV-TV monitor, VCR, Radio (AC/DC power);
12. Chalkless writing surface with cover and lock (4'x8');
13. Blinds for windows;
14. Carpet, anti-static and anti-guard;
15. Incandescent overhead lighting with concentration over work area;
16. Emergency panic button;
17. 1 wastebasket; and
18. Clock.

IX. UTILITIES

1. Electrical outlets every 6 feet on wall about 12" above floor (Outlets should have 4 sockets);
2. Telephones, including a dedicated line;
3. Hot and cold water in skink
4. Security system including fire (automated card reading security system);
5. Cable TV; and
6. Computer drop and phone drop in all four corners of room to allow for a flexible office arrangement.

X. SPECIAL REQUIREMENTS

Provisions must be made in anticipation of the growth of computer technology. Special outlets, cable and wiring may be necessary. Extra conduit should be in place. Also needed are:

1. Tackable wall surfaces;
2. Soundproof walls and doors;
3. Heating, ventilation, and air conditioning system; and
4. Fire and security alarm system.
5. Separately keyed lock for office door

XI. STORAGE

1. Cabinet around sink area (6 x 7 x 4); and along entire wall where sink is located; and
2. Cabinet above the counter which includes the sink.

XII. ENROLLMENT

The principal's office should hold at least 6 people in a conference area within the room and 4 people around the principal's desk.

VICE-PRINCIPAL'S OFFICE

I. INTRODUCTION

The vice-principal's office is an indicator of the management style utilized at the school and also serves as an intermediary to the principal. There should be a friendly, professional atmosphere with well-planned use of space. The office should be readily accessed by students, parents, and staff, yet maintain security, privacy, and confidentiality.

II. CURRICULUM TO BE TAUGHT

The vice-principal assists the principal in providing leadership and management functions to serve students, teachers, staff, and community members.

III. EDUCATIONAL OUTCOMES

The vice-principal's office should be designed as a working office and meting space for the effective management of pupils, parents, and personnel. It shall be of sufficient size to accommodate meetings at a table or desk with parent (s), student, and teacher. The office should maintain confidentiality of communications. It should also reflect the use of modern technology to increase efficiency.

IV. DISCERNIBLE TRENDS

The vice-principal will be increasingly called upon to act in place of the principal, performing all of the same functions out of the vice-principal's office.

V. TEACHING AND LEARNING ACTIVITIES

The vice-principal will be involved in the following;

1. Discipline;
2. Conference with students, staff, and parents;
3. Necessary meetings;
4. Report writing;
5. Planning
6. Monitoring;
7. Communication;
8. Evaluating personnel
9. Professional growth of both staff and self;
10. Site management
11. Intercom announcements and conference calls.

VI. ORIENTATION AND RELATIONSHIPS

The vice-principal's office will be internal to the administrative suite. It will be close to the principal and school secretary desk. It will have a door that opens to the office suite and a door which opens to the exterior of the building, toward the center of the campus, away from public access.

The vice-principal's office should have indirect access to a student/parent waiting area. It should have direct access to secretarial and clerical areas, which should be oriented in such a way as to control/monitor traffic to the waiting area.

The vice-principal's office should be located in the central administrative office suite. It should have at least one large window overlooking the central campus. It should also maintain the confidentiality of communications/conferences held within. A separate student area should be directly connected to the vice-principal's office where students serving a suspension can sit at a built-in desk. This area needs to be in view of secretaries.

VII. INTERNAL TRAFFIC

The vice-principal should have free circulation of administrative suite without disturbing office operations. Vice-principal should have direct access to the school secretary. The large conference room should be easily accessible. Unscheduled interruptions should be controlled by the school secretary.

VIII. FURNITURE AND EQUIPMENT

The following furniture and equipment is needed in the vice-principal's office:

1. Standard office size desk;
2. Desk chair;
3. Bookshelf (10' x 7') with adjustable shelves;
4. File cabinet with lock;
5. 2 student chairs, 2 adult chairs;
6. Telephone with speaker;
7. Computer with accessories;
8. Anti-static carpet;
9. Wastebasket;
10. Emergency panic button;
11. Micro cassette recorder;
12. Clock; and
13. Intercom (with phone):
14. Television.

IX. UTILITIES

Utilities required in the vice-principal's office include:

1. Electrical outlets every 6 feet on wall;
2. Telephone, including dedicated line for computer use; and
3. Overhead lighting.
4. Cable television connection

X. SPECIAL REQUIREMENTS

Special requirements include:

1. Tackable wall surface;
2. Sound proof walls and doors so that communications remain private;
3. Window blinds for privacy;
4. Heating, ventilation, and air conditioning system; and
5. Fire and security alarm system.
6. Separately keyed office door

XI. STORAGE

The vice-principal's office should have a closet (4' x 7' x 3') with coat hangers and adjustable shelves.

XII. ENROLLMENT

The vice-principal's office should hold at least four people at any one time.

CONFERENCE ROOM

I. INTRODUCTION

The conference rooms will be a place where professionals and community members can meet and discuss educational philosophies, gather information and plan and share educational programs. One may be used for meetings of up to fifteen people, such as C.S.T. meetings, PTA board, and school leadership committees. Another smaller room would be available for up to eight staff such as special education or for tutoring services.

II. CURRICULUM TO BE TAUGHT

The purpose of this room is to help those who use it share information for decision making.

III. EDUCATIONAL OUTCOMES

Outcomes are to provide an area where communication can occur and information can be exchanged among small groups of people. Presentations can be made. Small classes via teleconferencing may take place.

IV. DISCERNIBLE TRENDS

Conference rooms are becoming of increasing importance as professionals gather to share information and plan educational programs. As schools become a focal point of the community, the conference rooms will be used by a variety of community-oriented groups.

V. ACTIVITIES

The activities in the conference room will include:

1. School level meetings;
2. Special staff meetings;
3. Meetings with district officials;
4. Teleconference;
5. Small group demonstrations;
6. Tutoring services;
7. Social service groups;
8. Small staff development meetings; and
9. Cross-grade level meetings.

VI. ORIENTATION AND RELATIONSHIPS

The large community conference room should be easily accessed from the school's main entrance. The small staff conference room should be more isolated and accessible to the staff lounge and special education staff offices/areas.

VII. INTERNAL TRAFFIC

People should be able to move freely within the conference rooms and to and from adjoining areas.

TV display monitor needs to be mounted for convenient viewing.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment required are:

Large Community Conference Room

1. 4 tables (3' x 6');
2. 15 orthopedic chairs;
3. 1 sofa;
4. Sink with counter unit with hot and cold water;
5. Small refrigerator built into cabinet;
6. Microwave oven built-in above sink;
7. Printable white board connected to computer;
8. Computer (lockable) built into cabinet;
9. Mounted monitor and VCR;
10. Phone with speaker;
11. Intercom;
12. Clock;
13. Tackable wall surface
14. Built-in storage cabinets (floor to ceiling 14" deep), along wall, lockable, with two separate locking cabinets for PTA supplies including file drawers;
15. Overhead lighting with dimmer control - incandescent lighting;
16. Large windows with blinds;
17. Coat hooks on back of door;
18. Anti-static, stain guard carpet;
19. Clear frames for displaying student work; and
20. Easel.

Small/Staff Conference Room

1. 1 oblong conference table to seat eight (8) people;
2. 8 orthopedic chairs;
3. Phone;

4. Intercom;
5. Clock;
6. Computer, lockable, built into cabinet;
7. Printable whiteboard connected to computer;
8. Mounted TV/VCR;
9. Cabinets with built-in file drawers;
10. Tackable wall surface;
11. Overhead lighting with dimmer control, incandescent lighting;
12. Anti-static, stain guard carpet;
13. Built-in cabinet wired for computer, computer to be "built-in"; and
14. Easel.

IX. UTILITIES

Large and Small Conference Rooms:

1. Electrical outlets every 6' on walls;
2. Telephones;
3. Network drops for computers - capable of teleconferencing;
4. Heating, ventilation, air-conditioning system;
5. A thermostat for each conference room
6. Incandescent lighting with dimmer switch with motion sensor to turn lights off when room is empty; and
7. Cable TV service cable.
8. Wiring for computer network access.
9. Wall mounted CADD white board

Additional for Large Room:

1. Sink with hot and cold water.

X. SPECIAL REQUIREMENTS

The rooms should be sound-proofed. Furniture should be comfortable. All computer equipment (display and monitor) should be grouped in one area for ease in giving presentations.

All floor utilities (computer and phone) flush-mounted.

XI. STORAGE

Large/Community Room

1. Sink with counter unit;
2. Refrigerator, built-in;
3. Microwave built into cabinets over sink; and

4. Storage cabinets above wall - lockable, including two locking built-in file drawers (floor to ceiling, adjacent shelves, 14" deep - two separate locking cabinets).

Small Conference Room

1. Built-in cabinet for computer and including two file drawers.

XII. ENROLLMENT

Large Community Room to seat fifteen people comfortably. Small Conference Room to seat eight people comfortably.

TEACHER'S WORKROOM

I. INTRODUCTION

The workroom needs to be an area that is big enough to accommodate all needed equipment and eight to ten adults comfortably at any given time. This room is a necessity to all teachers because a variety of teaching materials will be developed in this room.

II. CURRICULUM TO BE TAUGHT

Curriculum resources will be created in this room.

III. EDUCATIONAL OUTCOMES

All materials developed in this room will be created by teachers, student teachers, teacher aides, and parent volunteers. The materials will be used by students, but students will not have access to this room.

IV. DISCERNIBLE TRENDS

Hands-on learning trends indicate a need for teacher developed materials, utilizing all equipment.

Literature based reading indicates a need for a book binding machine, laminator, and opaque projector for projects.

V. TEACHING AND LEARNING ACTIVITIES

Staff activities will be:

1. Measuring, cutting, writing, and drawing on all sizes of paper and poster board;
2. Making copies on copy machines;
3. Making copies on a ditto or risograph machine;
4. Laminating various types of projects;
5. Binding student-made books;
6. Word processing;
7. Sorting and stapling papers;
8. Coordinating various projects;
9. Making die cut designs; and
10. Making transparencies.

VI. ORIENTATION AND RELATIONSHIPS

The teacher workroom should be adjacent to the staff room and to the teacher resource room with entrances to both areas. It should be near the library and the office. All materials developed in this room will be created by teachers, teacher aides, campus supervisors and parent volunteers. The materials will be used by students but students will not have access to this room.

VII. INTERNAL TRAFFIC

Eight to ten teachers/volunteers need to move freely to and from machines with counter space between machines. A small sink should be in one corner away from traffic.

VIII. FURNITURE AND EQUIPMENT

1. 2 copiers, full size capacity; one that collates and enlarges/decreases picture size with front to back and double page capacity, with feeder;
2. Risograph
3. Self-feeding laminator - large size;
4. Book binding machine;
5. 2 paper cutters - 20" x 20";
6. 2 large garbage cans;
7. Abundant counter space, adequate to hold all equipment listed in items #1, 2, 3, 5, 6, 7, 14, plus adequate working surface;
8. 1 heavy duty stapler; one with long arms and two electric staplers;
9. Button making machine;
10. Butcher paper cart - 8 roll capacity with cutters;
11. Wall clock;
12. Intercom and telephone;
13. Pencil sharpener (electric);
14. 1 step stool;
15. Soap dispenser and paper towel holder on wall by sink;
16. Counter with laminated surface, with cabinets underneath (36" high and 36" wide);
17. Computer work station with printer (networked);
18. 2 (6' x 4') tables for central area;
19. 2 storage trays for construction paper (9" x 12" and 12" x 18"); and
20. Recycle bin for white paper.

IX. UTILITIES

The utilities required are:

1. Small sink with hot and cold water with counter space along the long wall and cabinet underneath;
2. Phone jack and wall phone;
3. Electrical outlets along counter top every 3', also along walls without counters every 6';
4. Thermostat for controlling heat and air conditioning; and
5. Motion light sensored.
6. Computer network access
7. Necessary electrical capacity for described equipment
8. Fresh air ventilation fan

X. SPECIAL REQUIREMENTS - Part I

The workroom should have adequate heating, air conditioning and proper ventilation to accommodate fumes from copy and ditto machines. It should also have acoustical tiles to limit noise. There should be a fire, security alarm system.

SPECIAL REQUIREMENTS - Part II for Campus Supervisors

Ten four foot high lockers that open and close. They should have some sort of lock. They should have a shelf and hooks inside. _

XI. STORAGE

1. 2 walls with counter space (36" high x 30" wide) for equipment with kitchen type cabinets overhead and cabinets and drawers underneath (overhead cabinet depth should be 14");
2. 1 wall for copiers with cabinet space above copiers;
3. There should be a sink with hot and cold water at one end of small white wall with a cabinet underneath;
4. 1 wall should hold 10-15 project storage (cubbies) areas (18" deep x 12" wide x 12" high) for teacher usage;
5. Laminator counter should be free standing with a depth and width to accommodate the laminating machine. Area behind the laminator needs to be open space for material to drop down after being laminated; and
6. Area for paper cutter should have enough depth to accommodate paper cutter and include an attachable receptacle for waste paper.

XII. ENROLLMENT

The workroom should be planned for utilization by thirty teachers, campus supervisors, aides, parent volunteers, library staff, student teachers, and office staff. There will be approximately ten people present at any one time.

STAFF LOUNGE

I. INTRODUCTION

The staff lounge must function as a stress-reducing environment taking into consideration things as color, climate control, acoustics, comfort and its location to other areas such as library, workroom, teacher resource room and office. The oven in the staff lounge might also be utilized for K-5 baking purposes on a sign-up basis. The use of the kitchen for this purpose should be decided by staff.

II. CURRICULUM TO BE TAUGHT

Not applicable.

III. EDUCATIONAL OUTCOMES

The staff lounge will be used to eat, relax, meet and work in a comfortable and stress-reducing environment. Staff members will be able to return to the classroom and teacher more effectively.

IV. DISCERNIBLE TRENDS

Working in public schools is increasingly stressful and staff members require a location to relax and recover for their job resposibilities.

V. TEACHING AND LEARNING ACTIVITIES

Staff activities include:

1. Lounge and meeting room;
2. Central messages for extra-curricular activities for staff;
3. Storage and preparation of staff meals;
4. Table space for eating, seating 35 adults;
5. Place and receive phone calls, messages through phone intercom;
6. 2 restroom facilities with hot and cold water adjacent to staff room with built-in storage cabinets;
7. Bulletin board information center; and
8. Phone booth for privacy (soundproof).

VI. ORIENTATION AND RELATIONSHIPS

The staff lounge should share a hall with the school office, teacher workroom and teacher resource room. It should be near the library, but shouldn't have adjoining door to library. It should open onto a private patio.

VII. INTERNAL TRAFFIC

All staff members may use the staff lounge at lunch time. There should be adequate space for moving and multiple table arrangements. Food preparation area needs to be easily accessible, with room to move from food storage to food preparation to eating area.

VIII. FURNITURE AND EQUIPMENT

Furniture and equipment needed are as follows:

1. 2 microwaves;
2. Double oven/stove (electrical); range hood with fan;
3. Double sink with garbage disposal;
4. Commercial refrigerator with ice maker;
5. Coffee maker;
6. Wall clock;
7. Intercom (phone);
8. Large bulletin board or tackable walls;
9. Dry erase board (4' x 6');
10. 1 soda vending machine;
11. 1 snack vending machine;
12. Enclosed space for private phone use - one built-in booth, sound proof with an 18" deep x 3' counter/desk;
13. 1 wall mount phone;
14. 1 built-in dishwasher;
15. Magazine rack/bookcase;
16. Small square tables and chairs to accommodate 35 adults while eating;
17. 2 couches, 2 easy chairs;
18. 1 soap dispenser at sink;
19. 1 paper towel dispenser at sink;
20. Anti-static, stain resistance carpet in lounging area;
21. Tile on floor in food preparation area;
22. 1 end table;
23. 1 coffee table;
24. Wall mounted VCR/TV;
25. 40 cup coffee pot;
26. 2 large fry pans with lids;
27. 4 large cookie sheets;
28. 2 electric mixers;
29. Sauce pans;
30. 1 stock pan;
31. Egg beater;
32. Measuring cup;
33. Measuring spoons;

34. Mixing bowls;
35. Oblong cake pan;
36. Pie pans;
37. Silverware for 35;
38. Knives;
39. Can opener;
40. Small boombox;
41. Patio furniture;
42. BBQ;
43. Counters 15';
44. Dish towels and pot holders;
45. Toaster;
46. Crockpot;
47. Blender;
48. Service for 12 with mugs; and
49. Serving platters and bowls.

IX. UTILITIES

The utilities required are as follows:

1. Sink with garbage disposal, hot and cold water;
2. 110 volt electrical outlets every 3' along walls and countertops;
3. 220 volt outlet for stove/range;
4. 110 volt outlet strip in food preparation area for small appliances, located along counter top area;
5. Water and plumbing for ice maker;
6. Ventilation for stove;
7. Telephones (2); and
8. Instant hot water tap for instant hot beverages.

X. SPECIAL REQUIREMENTS

Special requirements in the staff room include:

1. 1 private phone booth for phone calls;
2. Outdoor patio with a dye in cement for lunch purposes (enclosed with 7' redwood fence);
3. 1 wall with sliding windows facing patio;
4. Staff lounge may be used for cooking purposes for K-5 children on a sign-up basis;
5. Tile 4' from edge of sink and stove area;
6. 2 electrical outlets on patio;
7. Heating, and air conditioning system, on a separate control;
8. Fire and security alarm system; and
9. Fresh air ventilation system to keep food smells from seeping into the office.

XI. STORAGE

The storage required in the staff lounge is as follows:

1. In food preparation area, cabinets overhead for cooking utensils, food;
2. A large storage cabinet for K-5 cookware;
3. Magazine rack; and
4. Cabinet underneath and above sink (kitchen type cabinets).

XII. ENROLLMENT

The staff room will be used by a maximum of fifty adults at any given time, for meeting purposes. For dining purposes, there will be no more than thirty-five at any given time.

HEALTH ROOM

I. INTRODUCTION

The health room area will serve as a place to assess students' injuries or illness. It will also act as an area to dispense medication, treat minor injuries and serve as an area of isolation, until student is picked up by parent. This area will provide a location to fill out student injury/illness reports and daily medical logs.

II. CURRICULUM TO BE TAUGHT

The health area will act as a support service to students with medical needs.

III. EDUCATIONAL OUTCOMES

The health room provides an area where students may receive medication and first aid. This will enable them to perform successfully in a classroom environment.

IV. DISCERNIBLE TRENDS

The health office will be designed in such a way to allow student/parent communication via the phone system and allow student confidentiality, comfort and security while their needs are being met.

V. TEACHING AND LEARNING ACTIVITIES

The duties of the office personnel will include:

1. Assessing the needs of students and administering first aid as appropriate;
2. Maintaining medication and injury logs;
3. Maintaining locked inventory of prescribed student prescriptions and administering needs throughout the day;
4. Completing filing of student injury report; and
5. Serve as an area to screen for head lice.

VI. ORIENTATION AND RELATIONSHIPS

The office personnel will have quick and easy access in the following areas:

1. Secretaries and students must have access from the office to this area;
2. Office personnel must have visual contact of students in this area at all times;
3. Student bathroom connected to health room with hot and cold water and sink;
4. Phone;

5. Sink with hot and cold water in health area; and
6. Student reception area adjacent to health room.

VII. INTERNAL TRAFFIC

Movement within this area will constitute the following:

1. Students from student reception area to health room;
2. Secretaries from office area to health area;
3. Parents from parent reception area to health area;
4. Phone;
5. Bathroom; and
6. Counter with built-in sink to disperse medication.

VIII. FURNITURE AND EQUIPMENT

The areas within this space will have the following furniture and equipment requirements:

1. Clock;
2. Lockable refrigerator/freezer;
3. Built-in over the sink locking medical cabinet;
4. Storage cabinet under sink with connecting drawers;
5. Cot;
6. 3 chairs;
7. 2 wastebaskets (1 normal and 1 for hazardous waste - blood, vomit, needles, etc.);
8. Medical supplies (band-aids, thermometers, soap…);
9. See DIS area;
10. Paper towel dispenser;
11. Paper cup dispenser;
12. Disinfectant cleaning supplies and dispensers;
13. Linoleum flooring;
14. Blinds for windows;
15. Mirror in bathroom; and
16. Security mirror in upper right-hand corner of health room for secretary to see whole room from anywhere in office area.

IX. UTILITIES

The utilities required in this are as follows:

1. Sink with hot and cold water in health room (tied to office hot water heater);

2. 1 electrical outlet in corner for refrigerator in student section and 1 outlet above sink counter area;
3. Telephone;
4. Heating/air control unit off of office; and
5. Focused lighting for assessment of injuries and head lice check.

X. SPECIAL REQUIREMENTS

The health room area has the following special requirements:

1. Wheelchair access to meet state codes;
2. Tackable walls;
3. Doors from inside of office to health station; and
4. Floor to ceiling windows separating the health room from office.

XI. STORAGE

The storage area in the health room should include:

1. Storage closet under sink for supplies such as paper towels, cups, spare clothes;
2. Locking cabinet above sink for student medication, diabetes kit, snacks, disinfectants, and soaps; and
3. Above sink storage cabinet for storing of injury report, band-aids, gloves, and thermometers.

XII. ENROLLMENT

The health room area should hold the following:

1. 1 student on cot, 4 students in chairs (in health room).

STUDENT/PARENT STORE

I. INTRODUCTION

An area is needed to store and distribute supplies for students and parents that are related to fund raising. The will be sold by students, parents and staff.

II. CURRICULUM TO BE TAUGHT

The curriculum to be taught will include opportunities for students to participate in a business enterprise.

III. EDUCATIONAL OUTCOMES

Students are able to:

1. Gain leadership experience in organizing/running a "Student Store";
2. Build school spirit;
3. Participate in service learning;
4. Gain practical experience in math, cooperative learning; and
5. Tie it to the Incentive Program at a school. Students can "cash" in tickets for "good" effort for items from the student store.

Parents are able to:

1. Have regular access to students for sale of school spirit items (T-shirts, etc); and
2. Encourages parent involvement.

IV. DISCERNIBLE TRENDS

1. Goal-increase options for students for extra/co-curricular activities;
2. Increased emphasis on student service learning; and
3. Increasing application of curriculum to real world applications.

V. TEACHING AND LEARNING ACTIVITIES

1. Student spirit item sales;
2. Parent Club item fund-raiser/sales;
3. Distribution of School News;
4. Storage of Student Council equipment, i.e., banners, assembly items; and
5. Storage/sale of "seasonal" fund-raiser items, i.e., carnations for Valentines Day.

VI. ORIENTATION AND RELATIONSHIPS

Door facing central campus area - in area commonly supervised during lunch/before/after school.

VII. INTERNAL TRAFFIC

Two to three people need to be able to move around and access shelving and sales door.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment needs include the following:

1. Perimeter shelving on all walls;
2. Intercom to office;
3. Counter/writing space;
4. Locking cupboard under counter (2), two separate locks and keys;
5. Step stool;
6. Clock;
7. 2-3 stacking chairs; and
8. Cash boxes/or cash register.
9. Computer network access

IX. UTILITIES

1. Lighting;
2. Electrical outlets (4);
3. Ventilation system;
4. Alarmed separately so it could be used on weekends, but not disarm whole school; and
5. Smoke alarm.

X. SPECIAL REQUIREMENTS

Dutch door that can be closed at bottom - open at top to provide a "sale" surface. The top edge of the lower door is to have a shelf/counter approximately 12-14 inches deep. This shelf should not extend beyond exterior of door.

XI. STORAGE

The main portion of the area should be designed for inventory and the ability to fit items of various sizes in the space.

XII. ENROLLMENT

Two to three adults/students who are loading shelves or selling items.

DAY CARE

I. INTRODUCTION

Extended day care is a community partnership dedicated to supporting families by providing age appropriate, educational, safe and supervised out of school options for youth, K-5 grades.

Extended child centered day care will provide licensed supervised child care outside of the regular school program, recreational activities, arts and crafts, computer time, food preparation, field trips, leisure time and independent study time. This service will be provide from 6:45 a.m. to 6:00 p.m. including morning and afternoon kindergarten and off-track. Coordination with other community groups might include scouting, campfire groups, 4-H, community sports, dance, music, drama, and gymnastics.

NOTE: This facility is not to be charged against state allotment of square feet for the elementary building, but it is to be on the school site and to be planned accordingly.

II. CURRICULUM TO BE TAUGHT

Extended day is not a directed instructional program. Children may choose from a variety of planned activities.

III. EDUCATIONAL OUTCOMES

Children will gain information, knowledge, social skills, and life skills from the planned activities. But the activities are not structured to meet specific educational goals.

IV. DISCERNIBLE TRENDS

Research indicates a trend toward families who need a high quality safe, reliable, and convenient extended day care environment. By providing this service at the local school facility, stress caused by transition from one facility to another will be eliminated. Allows partnership between school and child care to meet needs of the "whole" child.

V. TEACHING AND LEARNING ACTIVITIES

A wide variety of individual, small group, and large group activities will be offered in areas such as art, crafts, sports, nature, music, drama, computer, and food preparation. It is essential that this program be "low-key" and flexible providing choices to each child. It provides an expansion of classroom learning experiences.

VI. ORIENTATION AND RELATIONSHIPS

The extended day room should be located:

1. Near the front of the school
2. Near front unloading zone;
3. Near office for safety during non-daylight hours. This also provides additional supervision from office; and
4. Near play areas
5. Accessible to trash compactor.

VII. INTERNAL TRAFFIC

Students will move from the drop off/pick up area at the parking lot to the classroom. Students must be checked in upon arrival and checked out upon departure. Students individually and in small groups will move freely throughout the classroom to various activities and learning centers.

VIII. FURNITURE AND EQUIPMENT

The room will contain:

1. A refrigerator/freezer, stove and oven, microwave, garbage disposal;
2. 2 phones, a two-line phone;
3. An intercom (phone type) system connected to schools;
4. Half floor carpeted, half floor vinyl tiled;
5. Clock;
6. Pencil sharpener;
7. 6 tables (30" x 6');
8. Chairs, stackable (30)'
9. 1 rocker;
10. 4 study carrels (with electrical outlets);
11. 15 stacking cots with mats;
12. 6 bookshelves (36" x 36" x 16");
13. VCR/TV with cable hookup;
14. 2 easels built-in;
15. Built-in counter along length of one wall with open adjustable shelves and cabinets underneath and hanging kitchen type cabinets over the counter;
16. 1 sink with hot and cold water with drinking fountain;
17. 2 four drawer legal size file cabinets;
18. Tackable wall surface;
19. Venetian blinds
20. Adequate windows for natural lighting;
21. Cubbies - see kindergarten requirements/measurements;
22. Copy machine;

23. Dry erase board 4' x 12' mounted 2' off floor;
24. Library nook - built-in bookshelf and display case;
25. Soap dispenser, towel dispenser;
26. 4 waste baskets;
27. 1 large trash can;
28. Garbage disposal area to include a dumpster;
29. Nurses area - partitioned off with a cot and blanket near to restroom for a sick child;
30. 4 foot portable partition for nurses area;
31. Computers for staff/students;
32. Printer;
33. Calculator;
34. 2 desks and chairs; and
35. Fax machine.

IX. UTILITIES

1. Phone: 2 line/2 phones;
2. Intercom (phone style);
3. Sink with hot and cold water and drinking fountain;
4. 2 bathrooms with handicap access;
5. Outside water source;
6. Vertical blinds;
7. Electrical surge protector (computers);
8. Central controlled heat, ventilation and air conditioning system, thermostat in room;
9. Wired for cable TV/VCR;
10. 220 wiring for possible stove/oven;
11. Exterior lighting in pickup area;
12. Electrical outlets every 6' on every wall;
13. Fire and security alarm system;
14. Hooked up to school fire alarm and intercom system;
15. Electrical outlets every 6 feet of wall space; and
16. Computer hook-ups.
17. Internal restrooms (Adult and Student)

X. SPECIAL REQUIREMENTS

1. The room needs to be accessible to handicapped persons;
2. Self-contained restroom with handicap access must be provided or at least near;
3. Exterior lighting is necessary in the drop off/pick up area. This area needs to be visible from the classroom for general supervision purposes;
4. Fenced play area;

5. Parking spaces - six 5 minute drop-off spaces and eight staff parking spots; and
6. A back walkway from core school to day care buildings without going along parking lot (like Quail Glen School has done).

XI. STORAGE

The following storage is needed:

1. Under counter storage along one wall, shelves and cabinets, drawers;
2. 30 cubbies with hooks for coats, 2 shelves over and 2 below each cubby will be 36" high, hooks on side, shelves 10" high, unit 14" deep, 14" wide, 36" high;
3. Outdoor storage shed (7' x 6' x 3') for physical education equipment, bikes, etc;
4. 2 sets of 7' x 6' double door closets for games, craft supplies; and
5. Kitchen storage/counters.

XII. ENROLLMENT

Enrollment is open to children who live within the district. This facility is planned to serve sixty children at any one time, approximately two regular classrooms in size or 120 students in four rooms.

NETWORK SERVICE AREAS

I. INTRODUCTION

Network service areas provide a place for network equipment and cable termination for all school buildings. These include a main distribution frame (MDF) for each school, and a network service area for each building wing.

II. CURRICULUM TO BE TAUGHT

Not applicable.

III. EDUCATIONAL OUTCOMES

Not applicable.

IV. DISCERNIBLE TRENDS

Fiber-optic cabling has become the standard for building-to-building data network connections. Level 7 unshielded-twisted-pair (UTP) will soon become the standard for classroom cabling, since it will support gigabit Ethernet networks.

V. TEACHING AND LEARNING ACTIVITIES

Not applicable.

VI. ORIENTATION AND RELATIONSHIPS

A main distribution area (MDF) should be placed in a specific area on campus. This is generally included in the "telecommunications closet" where it shares space with telephone and alarm equipment. Fiber-optic cable should connect the MDF to a service area in each wing; copper UTP cabling is distributed to the classrooms from the service area.

This service area should include a telecommunication backboard, and may reside in a closet, supply room, workroom, etc.

VII. INTERNAL TRAFFIC

Service areas should be kept away from walkways and traffic areas. However, there must be adequate space in front of the service area for people to service the equipment.

VIII. FURNITURE AND EQUIPMENT

Each service area should include a 6' x 3' telecommunications backboard (usually plywood) with four electrical outlets to serve up to six classrooms.

Each area should include a 19" wide enclosed telecommunications cabinet/rack to house network equipment.

Termination for fiber-optic and UTP wiring from buildings and classrooms will reside here.

IX. UTILITIES

Four outlet power to serve up to six classrooms. Fiber-optic and copper wire termination

X. SPECIAL REQURIEMENTS

Ventilated area:

1. 6' high x 3' wide area with plywood backboard;
2. Isolated electrical power;
3. 1 service area per building wing; and
4. 1 area may serve several portable buildings.

XI. STORAGE

Network service area may reside in storage rooms or workrooms.

XII. ENROLLMENT

Not applicable.

PHYSICAL EDUCATION - OUTDOORS

I. INTRODUCTION

The Dry Creek Physical Education programs will include activities for grades K-5. Classes will be coed and taught daily. The planned multipurpose room will be utilized during inclemate weather. The program will teach skills as well as provide recreational lifelong activities. Students will not dress down for physical education.

II. CURRICULUM TO BE TAUGHT

The curriculum will focus on physical development and life-long activities.

III. EDUCATIONAL OUTCOMES

The students are expected to:

1. Learn physical skills as well as rules specific to sports and games;
2. Participate in team and individual activities and experiences;
3. Promote physical fitness; and
4. Develop a positive attitude toward physical activity.

IV. DISCERNIBLE TRENDS

The Physical Education program is taught by homeroom teachers or physical education teacher.

Programs will have to be instituted to address physically handicapped students. The program will teach skills as well as life-long activities.

V. TEACHING AND LEARNING ACTIVITIES

Fourth through fifth grade students will be engaged in the following activities:

1. Warm-up activities physical fitness;
2. Tumbling;
3. Badminton;
4. Volleyball;
5. Basketball;
6. Flag football;
7. Soccer;
8. Handball;
9. Tetherball;
10. Softball;
11. 4 square; and

12. Dance.

Kindergarten through third grade students will be engaged in the following activities:

1. Jump rope;
2. Tumbling;
3. Basic ball skills (throw and catch);
4. Locomotor movement;
5. Circle games and tag;
6. Relays;
7. Dance;
8. Creative movement and aerobics;
9. Team sport skills; and
10. 4 square.

VI. ORIENTATION AND RELATIONSHIPS

The Multipurpose room will be utilized during inclemate weather. It will also be used for food service and a lunch room cafeteria. (See Multipurpose room).

Blacktop playground area should be between grass fields and school classrooms.

P.E. equipment storage area should be outside by fields and hard court area.

VII. INTERNAL TRAFFIC

Student traffic should have easy access to playing fields and surfaced play areas without disturbing their classes. They should be able to move to the Multipurpose room without disturbing classes. (See also Multipurpose Room).

VIII. FURNITURE AND EQUIPMENT

Fields

1. 2 fields with chain link bark stops for softball, and team benches to seat up to 15 students;
2. 1 regulation soccer field and one practice soccer field with goals; and
3. Open play field area.

Hard court Area (K): See Kindergarten Specs.

Hard court Area (Grades 1-5):

1. Play apparatus, with playscape (cushioning material) at ground level to include ADA standards;
2. 4 basketball courts with 10' standards;
3. 6 tetherball poles, with play area;

4. 3 ball walls with court surface;
5. 2 volleyball courts with permanent poles;
6. Hardcourt surface games to include at least eight four-square games, eight hopscotch games, and other surface games to be determined by site;
7. Blacktop area should be situated between grass fields and classrooms;
8. Traffic should have easy access to playing grounds; and
9. Fields, blacktop play areas, and multipurpose rooms without disturbing other classes.

IX. UTILITIES

Water fountains and bathrooms near blacktop and field areas are required and within view of person on yard duty supervision. A sprinkler system for field is also needed. (See multipurpose room for indoor requirements). (See grounds landscaping information).

X. SPECIAL REQUIREMENTS

Special requirements are:

1. Backstops at each baseball diamond;
2. Soccer goals on each soccer field;
3. Team benches on baseball field for each team to seat 20 people; and
4. Water sprayers/misters to cool students off during summer months. (See grounds information).

XI. STORAGE

See Multipurpose room. Rooms 20' x 20' x 10' minimum to store and checkout P.E. and playground locking equipment.

1. 1 wall lined with two open adjustable shelves. Entire length 3 feet from ceiling, 4 feet from floor with rolling P.E. carts (8 double);
2. 1 wall with hooks for jump ropes and mesh hanging bags; and
3. 1 wall with one shelf entire length 4 foot from floor with rolling P.E. carts.

XII. ENROLLMENT

Each class will consist of 20 to 32 students with 750 students utilizing the fields during the course of a day. In emergency growth situations, the school numbers could increase to 1000 students.

INSTRUCTIONAL SUPPLY ROOM

I. INTRODUCTION

The instructional supply room is a basic storage room for all types of instructional supplies. Requirements:

1. Minimum dimensions 30' x 30' (or 900 square feet);
2. Single door entrance convenient orientation to roadway with door stops with total width of 8 feet (solid metal/no windows);
3. Should be located on outside perimeter of school with convenient access to roadway in general, at ground level or with gentle incline ramp (smooth surface) for easy materials movements and handling. Adjacent to Lead Custodian's office, with the entrance consisting of a 36" door located off of the multipurpose floor;
4. 12 foot ceiling with recessed fluorescent light system to correspond to shelving system arrangement;
5. Perimeter shelving: 375 linear feet 94 to 5 shelves, maximum 8' high, 1' deep), freestanding: 75 foot linear metal, 3 feet wide x 8 feet high;
6. 6 wall electrical outlets (110 v) spaced equally;
7. Tile flooring (asphalt or vinyl/asbestus0free);
8. Portable steel stair-step ladder with handrails for safe materials handling on and off shelves;
9. Telephone and future communications/computer wiring installed;
10. Fire and security alarm system;
11. Heating, ventilation, and air conditioning system;
12. Smoke detector; and
13. Automatic fire sprinkler system.

II. CURRICULUM TO BE TAUGHT

Not applicable.

III. EDUCATIONAL OUTCOMES

Not applicable.

IV. DISCERNIBLE TRENDS

Not applicable.

V. TEACHING AND LEARNING ACTIVITIES

Not applicable.

VI. ORIENTATION AND RELATIONSHIPS

Not applicable.

VII. INTERNAL TRAFFIC

Usually, the Lead Custodian disperses supplies after receiving a supply requisition form.

VIII. FURNITURE AND EQUIPMENT

1. Heavy-duty free standing shelving at least 18” to 24” deep. 60’ shelving, four shelve high; and
2. Steel ladder with grab rails, portable.

IX. UTILITIES

Six electrical outlets evenly spaced along the walls.

X. SPECIAL REQUIREMENTS

Not applicable.

XI. STORAGE

Not applicable.

X. ENROLLMENT

Not applicable.

CUSTODIAL/WORK STORAGE

I. INTRODUCTION

These are custodial work/storage rooms, approximately 10' x 10'. The two rooms are located in convenient locations throughout the campus, and are used to store custodial carts and cleaning products.

II. CURRICULUM TO BE TAUGHT

Not applicable.

III. EDUCATIONAL OUTCOMES

Not applicable.

IV. DISCERNIBLE TRENDS

With more teachers on campus, the amount of paper products related to the custodial field has increased. More and sturdier shelving will be required. Because of chemical storage, these areas should remain locked at all times.

V. TEACHING AND LEARNING ACTIVITIES

Not applicable.

VI. ORIENTATION AND RELATIONSHIPS

These rooms should be located in close proximity to the classrooms, bathrooms and administrative offices.

VII. INTERNAL TRAFFIC

One individual at a time would be using these facilities.

VIII. FURNITURE AND EQUIPMENT

1. Custodial cart with mop bucket holder;
2. Water heater;
3. Mop bucket;
4. Wringer;
5. Mops;
6. Dust mop;
7. Brooms;

8. 36" x 36" floor sink;
9. Faucet with hot and cold water;
10. 10' shelving, four shelves high 18" - 24" deep;
11. Appropriate paper products; paper towels, toilet paper;
12. Can liners, etc.;
13. Chemical dispenser, minimum three chemicals;
14. Paper towel dispenser;
15. Soap dispenser;
16. Separate controlled ventilator fan;
17. Overhead fluorescent lighting; and
18. Stainless steel deep sink with hot and cold water.

IX. UTILITIES

1. 2 110V wall outlets;
2. Water heater; and
3. Hot and cold water.

X. SPECIAL REQUIREMENTS

Because of chemical storage, door to remain locked at all times. Solid case interior door. Usually has a built-in ladder to roof. Cement floor with drain basin.

XI. STORAGE

All paper products related to the custodial field and related chemicals.

XII. ENROLLMENT

Not applicable.

SECURITY SUPPLY/CUSTODIAL EQUIPMENT

I. INTRODUCTION

Security system as noted. Custodial supply storage room with changes as noted in utilities special requirements.

II. CURRICULUM TO BE TAUGHT

Not applicable.

III. EDUCATIONAL OUTCOMES

Not applicable.

IV. DISCERNIBLE TRENDS

In a year-round setting, the maintenance needs of a school proceed without adequate breaks.

V. TEACHING AND LEARNING ACTIVITIES

They mess it up. We clean it up. They need to learn that everyone cleans up after their own activities.

VI. ORIENTATION AND RELATIONSHIPS

The custodial storage room/office should be in the multipurpose building due to close proximity to deliveries and the garbage dumpsters.

These should be two other custodial rooms on the campus.

VII. INTERNAL TRAFFIC

These rooms are not for student use or traffic and should have doors that lock automatically.

VIII. FURNITURE AND EQUIPMENT

The furniture and equipment needed are listed below:

1. 1 20" buffer;
2. 1 20" high speed 1600 RPM buffer;
3. 1 20" self-propelled floor scrubber;
4. 1 commercial grade wet and dry vacuum with attachments;
5. 3 custodial carts, with mop bucket holders in front;
6. 4 commercial grade vacuums - upright;
7. 1 carpet extractor with wand and attachments;
8. 1 carpet spotter;
9. 6', 8', 12' fiberglass ladders;
10. 1 24' fiberglass hand extension ladder;
11. 1 10 bushel plastic cart on 3" wheels, two that swivel, 34" wide;
12. 1 gallon powered blower;
13. Complete set of hand tools (extensive for making minor plumbing and electrical repairs);
14. Large, lockable stow away storage cabinet;
15. 1 furniture dolly with nylon web straps;
16. 2 hand trucks, heavy duty with a load kicker;
17. Hand saws, rip and eroso cut;
18. Electrical tools, drill ½" with bits, skill saws 7 ½" circular;
19. 3/8" drill cordless Makita type;
20. Computer with printer on hook-up to office;
21. Built-in desk adequate for computer with bookshelves above and pull-out drawers below for files legal size;
22. Flat cart, 24" wide and 48" long for hauling boxes;

Security System:

1. Alarms in all areas;
2. Adequate number of conduits installed for future expansion of security/fire alarm/communications/clock/and TV/electronic systems;
3. School should have a central communications/clock/fire alarm system, fire sprinkler system;
4. All doors should be equipped with E type sledge type locks. (Other type locks do not support handle on metal doors); and
5. Alarm keypad out of reach of public.

Custodial Supply Storage Room:

1. Building - 15' x 15' (recommended);
2. 1 work bench (5' x 2');
3. Utility/mop sink with hot and cold water;
4. Heat and vent system;
5. 165 linear feet of adjustable shelving;
6. Center floor drain;
7. Adequate electrical power;
8. Fluorescent lights;
9. 1 small vise mounted on counter;
10. Large deep sink 36" x 36";
11. Floor sink 36" X 36" outside with hot and cold water;
12. Cement floors; and
13. 1 wall with wall hangers to store rakes, shovels, broom, etc.

IX. UTILITIES

All fuse boxes. Electrical boxes, etc. should be in a separate locked room. Hot and cold water at every sink. Electrical outlets should be evenly placed at 10' increments and custodial office should have computer network connections and surge protected outlets.

X. SPECIAL REQUIREMNTS

Not applicable.

XI. STORAGE

We need more adequate storage for all of the equipment listed and custodial cleaning supplies. Heavy duty metal shelving 24" x 36". Thirty feet of shelves.

XII. ENROLLMENT

Not applicable.

RESTROOMS

I. INTRODUCTION

The school must contain three different types of restrooms; student, staff and separate restrooms for students and adults with special needs. Restrooms should be located to serve kindergarten, primary, intermediate, administration and multipurpose rooms. The number of restroom facilities in each area should be based on the number of students in that area. Design should reflect multi-track year-round usage. Restrooms should be constructed so that the design and materials promote efficient and effective cleaning procedures.

II. CURRICULUM TO BE TAUGHT

All staff and special needs restrooms should be unisex.

III. EDUCATIONAL OUTCOMES

Not applicable.

IV. DISCERNIBLE TRENDS

Not applicable.

V. TEACHING AND LEARNING ACTIVITIES

Not applicable.

VI. ORIENTATION AND RELATIONSHIPS

Student Restrooms:

1. These restrooms need to be located; central to the playground (doors should be facing playground in order to aid in supervision), classroom areas and multipurpose room.

Staff Restrooms:

1. 2 located in administrative building;
2. Additional staff restrooms should be centrally located near teacher workroom or classrooms; and
3. Near large meeting areas such as library or multipurpose room.

Special Needs Restrooms:

1. 1 located in administrative building by health services room;
2. 1 centrally located near classroom areas; and
3. 1 located in kindergarten room, preschool room and SH program as described in the kindergarten Ed. Spec. Section.

VII. INTERNAL TRAFFIC

Everyone in school uses these restrooms.

VIII. FURNITURE AND EQUIPMENT

Furniture and equipment are as follows:

1. Handicapped accessible toilet I/A.W state law;
2. Fire alarm/light I/A.W, state law;
3. Instant off style faucets;
4. Floor drain with a 12" x 12" basis;
5. Ventilation (exhaust);
6. Electric hand dryers (hand inserted blower type);
7. Scratch resistance tamper proof mirrors;
8. Appropriate number of wall hung urinals with consideration for height placement for children/adults depending on location/use for 600 students in basic building with potential add on for 750 students;
9. Appropriate number of water closets (wall hung) with modesty panels with consideration given to height for children/adults depending on location/use;
10. Fluorescent lighting;
11. Key switches;
12. Adequate drinking fountains throughout school area (also accessible to handicapped);
13. Tile floors and tile up walls to a minimum of six feet with dark grout sealed (non-skid);
14. Hose bib with special key to make connection in each restroom;
15. Hot and cold water;
16. Note** adults do not use the children's bathroom;
17. Staff bathrooms are used for both men and women;
18. Boy's urinals in kindergarten restrooms (See kindergarten Ed. Specs.);
19. Plastic partitions;
20. All joints sealed to prevent water damage and smell;
21. Paper towel dispenser;
22. Soap dispensers (provided and installed by district); and
23. Seat protectors.

Student Restrooms

1. #1, 2, 3, 4, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 24, 28, 29.

Staff Restrooms:

1. #1, 2, 4, 6, 7, 12, 15, 19, 28, 29, 30.
2. Infrared on/off fixtures;
3. Standard trimmed mirrors;
4. All will be unisex, with one urinal and one toilet with a metal modesty panel separation; and
5. Storage (permanent).

Special Needs Student Restrooms:

1. # 1, 2, 3, 4, 6, 7, 12, 15, 19, 38, 29, 30.
2. Standard trimmed mirrors;
3. No urinals, one toilet only (consideration for lower than normal toilet and grab bars);
4. Locking storage for supplies;
5. Privacy draw curtain for separation around toilet fixtures (instead of metal partition); and
6. Changing platform (for changing or special medical procedure). Student needs to be able to be down (approximately 6' x 3' minimum)

VIII. FURNITURE AND EQUIPMENT

1. Handicapped accessible toilet I/A/W state law;
2. Fire alarm/light I/A/W, state law;
3. Instant off style faucets;
4. Floor drain with a 12" x 12" basin;
5. Ventilation (exhaust);
6. Electric hand dryers (hand inserted blower type);
7. Scratch resistance tamper proof mirrors;
8. Appropriate number of wall hung urinals with consideration for height placement for children/adults depending on location/use for 600 students in basic building with potential add-on for 750 students;
9. Appropriate number of water closets (wall hung) with modesty panels with consideration given to height for children/adults depending on location/use;
10. Fluorescent lighting;
11. Key switches;
12. Adequate drinking fountains throughout school area (also accessible to handicapped);Tile floors and tile up walls to a minimum of six feet with dark grout sealed;
13. Hose bib with special key to make connection in each restroom;

14. Hot and cold water;
15. Note: Adults do not use the children's bathrooms;
16. Staff bathrooms are used for both men and women;
17. Boy's urinals in kindergarten restrooms (see kindergarten ed. Specs);
18. Plastic partitions;
19. All joints sealed to prevent water damage and smell'
20. Paper towel dispensers;
21. Soap dispensers (provided and installed by district); and
22. Seat protectors.

IX. UTILITIES

(See previous page)

1. Staff restrooms in multipurpose room has adjacent shower included;
2. GFI outlets all staff restrooms; and
3. GFI outlets, minimum two, one by sink and one by changing table.

X. SPECIAL REQUIREMENTS

(See previous page)

Special needs restroom

1. Bio-hazard waste disposal container; and
2. Due to the light usage in the student's restroom, they need to be of the highest quality.

XI. STORAGE

(See previous page)

GROUNDS - LANDSCAPING REQUIREMENTS

I. INTRODUCTION

This section includes recommendations for landscaping of grounds and garden plots.

II. CURRICULUM TO BE TAUGHT

The curriculum will include respect for school property and an appreciation for agriculture.

III. EDUCATIONAL OUTCOMES

The students are expected to:

1. Learn seasonal gardening activities required to maintain a landscaped area; and
2. Develop a positive attitude regarding landscaped areas.

IV. DISCERNIBLE TRENDS

1. Low maintenance landscaping is preferred; and
2. Temporary shade options should be considered until shade trees mature. (i.e., tarps, canopies, etc.)

V. TEACHING AND LEARNING ACTIVITIES

See grade level specifications for landscaping.

1. Garden and agriculture should be integrated into all curriculum areas such as science, literature, math, social studies and health;
2. Students will be participating in basic upkeep of garden such as tilling the soil, pulling weeds, planting seeds and trimming plants;
3. Students will also harvest seasonal crops; and
4. Teachers will be teaching district agriculture curriculum and supervising the garden activities.

VI. ORIENTATION AND RELATIONSHIPS

1. Space for classroom gardening curriculum should be located close to classroom areas;
2. Shade trees should be located at edges of playing fields and/or hardcourt areas;

3. Garden plots could be located in a central location in the school; and
4. Garden plot should be close to storage shed and water.

VII. INTERNAL TRAFFIC

Garden should be accessible from all sides. A minimum four foot walkway should be between the plots. The walkways should also be wheelchair accessible.

VIII. LANDSCAPING REQUIREMENTS - EQUIPMENT & UTILITIES

Landscaping:

1. Install irrigation controllers, minimum 4' high, in appropriate areas inside security fence;
2. Adequately sized automatic sprinkler system with potential for future growth;
3. Recommend drought resistant plants and trees;
4. Install conduit under applicable roads, sidewalks, and parking lots for future expansion of water and electrical for irrigation;
5. Recommend district standard (Sterling or Iritrol) controllers configured for remote access;
6. Irrigation control boxes should be flush with grade;
7. Planter boxes and concrete surfaces should be notched to prevent skateboarding;
8. Plants should be selected based on desirable qualities (ex., non-insect (bee) attracting, limited leaf drop, etc.);
9. All surfaces should be either hardscraped or landscaped depending upon use and euthenics; and
10. Recommend mulch and/or composting area for grass clippings, shade tree leaves, etc.

Gardening Tools and Equipment:

1. 6-7 raised garden plots, measuring 3' x 12';
2. Drainage systems;
3. Automatic sprinkler system;
4. Soil for plots;
5. Compost and soil amendments;
6. Hoses;
7. Faucet with removable handle and sink located behind shed;
8. Shed;
9. Shovels, rakes, hoes, wheel barrow;
10. Office for garden teacher;
11. Display case with lockable glass doors (Marquis case);
12. Hand trowels, hand rakes;
13. Gloves; and

14. Bins for storing soil amendments to fit under counter top and pull out.

IX. UTILITIES

1. Water lines to garden area; and
2. Electricity for automatic sprinklers.

X. SPECIAL REQUIREMENTS

1. Proper drainage should be considered to help avoid large puddles on walkways/halls.

XI. STORAGE

Storage shed (minimum 12' x 12'), lockable.

1. Shelves on back wall;
2. Lighting;
3. Counter space on one wall, with cupboards and drawers below;
4. Ventilation;
5. Lockable closet for chemicals;
6. Apparatus to hang (approximately 30) shovels, rakes, hoes, etc.; and
7. Alarm.

XII. ENROLLMENT

750 students would use this area. Only 30 - 60 students would be in the garden at one time, along with 2 - 10 adults.

PARKING LOT/TRANSPORTATION

I. INTRODUCTION

Parking Lot

Auto Parking:

1. Multiple entrances/exits. (One way entrance and exits);
2. One way traffic flows in the lot;
3. Pick-up/drop-off lane next to curb and flow through adjacent lane for traffic flow;
4. Diagonal parking to avoid or minimize wheel b
5. Adequate lighting in lot for safety (photo cell on/off timer);
6. Park for staff - 70 spaces;
7. Parking for visitors - stall be closest to office - minimum of 8 stalls;
8. Visitor parking - 5 minimum spaces - minimum of 6;
9. Dedicated parking for service vehicles and delivery vehicles. (2-3 maximum);
10. H/C stalls as per code;
11. Reserved parking identified for principal, vice-principal, 5 minute visitors, employee of the month;
12. All curbing stalls be notched to prevent use by skateboarders;
13. Painting curbs to limit parents from parking and leaving cars next to drop-off pick-up curbs; and
14. Signs to limit unauthorized parking of vehicles.

Bus Parking

1. Need separate bus loading/parking area from main parking lot;
2. Bus parking/loading lot shall be physically separated from street so as not to impede traffic flow on the street (and separate from parent loading/unloading);
3. Security lighting as appropriate with photo cell on/off timer;
4. Curbs same be notched to prevent skateboarders; and
5. Sufficient staging area to provide for students to wait for the buses. Ten feet would be desirable.

II. CURRICULUM TO BE TAUGHT

Not applicable.

III. EDUCATIONAL OUTCOMES

Not applicable.

IV. DISCERNIBLE TRENDS

Not applicable.

V. TEACHING AND LEARNING ACTIVITIES

Not applicable.

VI. ORIENTATION AND RELATIONSHIPS

Not applicable.

VII. INTERNAL TRAFFIC

Not applicable

VIII. FURNITURE AND EQUIPMENT

Not applicable.

IX. UTILITIES

Not applicable.

X. SPECIAL REQUIREMENTS

Not applicable.

XI. STORAGE

Not applicable.

XII. ENROLLMENT

Not applicable.

MISCELLANEOUS ITEMS FOR CONSIDERATION

I. INTRODUCTION

RATIONALE: This is a list of items that have been noted through past building experiences that should be reviewed and considered in the planning phase of this new school. There should be direct, efficient cement pathways from classrooms to Staff room, workroom, restrooms, etc. (covered or partially covered).

II. CURRICULUM TO BE TAUGHT

Not applicable.

III. EDUCATIONAL OUTCOMES

Not applicable.

IV. DISCERNIBLE TRENDS

Not applicable.

V. TEACHING AND LEARNING ACTIVITIES

Not applicable.

VI. ORIENTATION AND RELATIONSHIPS

Not applicable.

VII. INTERNAL TRAFFIC

Not applicable.

VIII. FURNITURE AND EQUIPMENT

Not applicable.

IX. UTILITIES

Computer/Data Networking Considerations:

1. Network cabling should include fiber-optic cable terminating in appropriate network service areas. Horizontal wiring should provide enough conduit capacity for level-7 (or greater) UTP cable for each network drop. Conduit should be constructed suitable for use by either fiber-optic or copper cable in all cases;
2. Every office, workroom, health area, etc., should be equipped with at least a dual network jack, i.e., two connections per workstation;
3. Each classroom should be equipped to accommodate a 4:1 student:computer ratio. Eight network connections per classroom for student use is a guide that will meet his requirement and allow for expansion;
4. Two network drops should be provided in the teacher station area. In addition, video cable should be provide between the teacher workstation and wall-mounted video display; and
5. Electrical service to computers should be isolated and surge-suppressed.

PUBLIC TELEPHONE - optimum configuration for a typical school (Roseville Telephone Company provided by Tom Massie).

Entrance Facilities -

3 each four (4) inch conduit to main equipment room;
    one for main feed and one for date network
    one for spare floor to ceiling backboard (8').
1 each (4) foot by ¾ inch plywood backboard:
Sufficient floor space to accommodate any on site equipment if required.

Interwing Facilities -

5 each two (2) inch conduits connecting each successive wings terminal room;
    one for telephone extensions and one for data network;
    one for alarm system;
    one for cable TV;
    one for spare;
    1 each, 6' 36" x ¾" plywood backboard in each wing.

Intrawing Facilities -

2 each ¾ inch conduit to each classroom in parallel (1 inch conduit if in series):
    one for telephones and date;
    one for cable TV or spare.